

University of Montana

ScholarWorks at University of Montana

Graduate Student Theses, Dissertations, &
Professional Papers

Graduate School

1971

Implications of national home economics research goals and guidelines for University of Montana home economics graduates, 1966-1970| A survey

Emma Marie Gebo
The University of Montana

Follow this and additional works at: <https://scholarworks.umt.edu/etd>

Let us know how access to this document benefits you.

Recommended Citation

Gebo, Emma Marie, "Implications of national home economics research goals and guidelines for University of Montana home economics graduates, 1966-1970| A survey" (1971). *Graduate Student Theses, Dissertations, & Professional Papers*. 2655.
<https://scholarworks.umt.edu/etd/2655>

This Thesis is brought to you for free and open access by the Graduate School at ScholarWorks at University of Montana. It has been accepted for inclusion in Graduate Student Theses, Dissertations, & Professional Papers by an authorized administrator of ScholarWorks at University of Montana. For more information, please contact scholarworks@mso.umt.edu.

THE IMPLICATIONS OF NATIONAL HOME ECONOMICS RESEARCH
GOALS AND GUIDELINES FOR UNIVERSITY OF MONTANA
HOME ECONOMICS GRADUATES, 1966-1970: A SURVEY

By

Emma M. Gebo

B.S., Montana State University, 1966


Presented in partial fulfillment of the requirements for the degree of

Master of Arts in Education

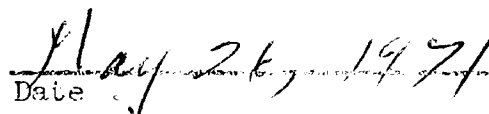
UNIVERSITY OF MONTANA

1971

Approved by:


Chairman, Board of Examiners


Dean, Graduate School


Date

UMI Number: EP34982

All rights reserved

INFORMATION TO ALL USERS

The quality of this reproduction is dependent upon the quality of the copy submitted.

In the unlikely event that the author did not send a complete manuscript and there are missing pages, these will be noted. Also, if material had to be removed, a note will indicate the deletion.



UMI EP34982

Published by ProQuest LLC (2012). Copyright in the Dissertation held by the Author.

Microform Edition © ProQuest LLC.

All rights reserved. This work is protected against
unauthorized copying under Title 17, United States Code



ProQuest LLC.
789 East Eisenhower Parkway
P.O. Box 1346
Ann Arbor, MI 48106 1346

ACKNOWLEDGMENTS

The writer wishes to express her sincere appreciation to Mrs. Sara Steensland, Chairman, Home Economics Department, for her continued support and guidance in the completion of this study.

Gratitude is also extended to Dr. J. F. Rummel, Dean, School of Education; Dr. Robert H. Jay, Associate Professor of Education; Mr. John A. Peterson, Assistant Director of the Computer Science Department; and Mr. Charles E. Casselman, School of Education for their suggestions and interest in this study.

To my husband, David, and other family members, special thanks for their continued encouragement, patience, and understanding.

TABLE OF CONTENTS

	Page
LIST OF TABLES	iv
LIST OF FIGURES	v
 Chapter	
I. INTRODUCTION	1
THE PROBLEM	3
Purpose and Design of the Study	3
Importance of the Study	4
Selection of the Sample	5
Limitations of the Study	5
Definition of Terms	5
THE PROCEDURE	6
Analysis of the Data	10
II. RELATED READING	11
III. PRESENTATION OF FINDINGS	28
PERSONAL CHARACTERISTICS	30
PROFESSIONAL CHARACTERISTICS	35
EDUCATIONAL CHARACTERISTICS	38
Man's Physiological Health and Development	42
Man's Physical Environment	47
Man's Economic Well-Being	52
Man's Psychological and Social Development	58
Family-Community Interaction	63

Chapter	Page
PERSONAL COMMENTS.	65
REACTION SHEET	67
IV. SUMMARY AND IMPLICATIONS	68
SUMMARY.	68
The Problem	68
Procedure	69
Findings	69
IMPLICATIONS	73
BIBLIOGRAPHY	81
APPENDIXES	86
A. Cover Letter	87
B. Questionnaire	88
C. Reaction Sheet	92
D. Follow-Up Letter	93
E. Number Not Responding to Educational Characteristics	94
F. Responses of Those Currently Teaching Home Economics	95
G. Responses of Those Not Currently Teaching Home Economics	96
H. Personal Comments	97

LIST OF TABLES

Table	Page
I. CLASSIFICATION OF RESPONDENTS BY HOME ECONOMICS OPTION AND YEAR OF GRADUATION	29
II. MARITAL STATUS OF RESPONDENTS	30
III. OCCUPATIONS OF HUSBANDS OF RESPONDENTS	32
IV. NUMBER OF YEARS COLLEGE ATTENDED AND HIGHEST DEGREE HELD BY HUSBANDS OF RESPONDENTS	33
V. NUMBER OF CHILDREN OF MARRIED RESPONDENTS	34
VI. EMPLOYMENT STATUS OF RESPONDENTS	35
VII. OCCUPATIONS OF EMPLOYED RESPONDENTS	36
VIII. HIGHEST LEVEL OF STUDY COMPLETED BY RESPONDENTS	37

LIST OF FIGURES

Figure		Page
1.	MEAN LEVEL OF IMPORTANCE OF OBJECTIVES 1-5, MAN'S PHYSIOLOGICAL HEALTH AND DEVELOPMENT	39
2.	PERCENTAGE DISTRIBUTION OF VALUE FOR OBJECTIVES 1-5, MAN'S PHYSIOLOGICAL HEALTH AND DEVELOPMENT	40
3.	MEAN LEVEL OF ATTAINMENT OF OBJECTIVES 1-5, MAN'S PHYSIOLOGICAL HEALTH AND DEVELOPMENT	41
4.	MEAN LEVEL OF IMPORTANCE OF OBJECTIVES 6-8, MAN'S PHYSICAL ENVIRONMENT	44
5.	PERCENTAGE DISTRIBUTION OF VALUE FOR OBJECTIVES 6-8, MAN'S PHYSICAL ENVIRONMENT	45
6.	MEAN LEVEL OF ATTAINMENT OF OBJECTIVES 6-8, MAN'S PHYSICAL ENVIRONMENT	46
7.	MEAN LEVEL OF IMPORTANCE OF OBJECTIVES 9-18, MAN'S ECONOMIC WELL-BEING	49
8.	PERCENTAGE DISTRIBUTION OF VALUE FOR OBJECTIVES 9-18, MAN'S ECONOMIC WELL-BEING	50
9.	MEAN LEVEL OF ATTAINMENT OF OBJECTIVES 9-18, MAN'S ECONOMIC WELL-BEING	51
10.	MEAN LEVEL OF IMPORTANCE OF OBJECTIVES 19-24, MAN'S PSYCHOLOGICAL AND SOCIAL DEVELOPMENT	56
11.	PERCENTAGE DISTRIBUTION OF VALUE FOR OBJECTIVES 19-24, MAN'S PSYCHOLOGICAL AND SOCIAL DEVELOPMENT	57
12.	MEAN LEVEL OF ATTAINMENT OF OBJECTIVES 19-24, MAN'S PSYCHOLOGICAL AND SOCIAL DEVELOPMENT	58
13.	MEAN LEVEL OF IMPORTANCE OF OBJECTIVES 25-27, FAMILY- COMMUNITY INTERACTION	60
14.	PERCENTAGE DISTRIBUTION OF VALUE FOR OBJECTIVES 25-27, FAMILY-COMMUNITY INTERACTION	61
15.	MEAN LEVEL OF ATTAINMENT OF OBJECTIVES 25-27, FAMILY- COMMUNITY INTERACTION	62

CHAPTER I

INTRODUCTION

Educators in most academic fields are concerned about the adequacy and relevancy of the curriculum offered. Are the goals and objectives being reached? Is learning indicated by a change in student behavior?

One of the essential characteristics of an effective learning situation is that "for learning to occur, it must be relevant."¹ The importance of the material to current life needs and goals must be demonstrated to the students. "...by disregarding the need to make content relevant, or by failing to demonstrate relevance when it exists, our schools ignore a major principle of learning."²

What the student will be able to do, and the type of behavior that the student will exhibit are current concerns of educators in the stating of objectives. "With clear objectives in view, the student knows which activities on his part are relevant to his success, and it is no longer necessary for him to 'psych out' the instructor."³

Letting the student know what is to be learned, and why, places greater emphasis on the behavior of the student. "Thus, our focus

¹Marvin Ack, "Is Education Relevant?" Journal of Home Economics, November, 1970, p. 649.

²Ibid.

³Robert F. Mager, Preparing Instructional Objectives (Palo Alto: Fearon Publishers, 1962), p. 4.

shifts from the teacher to the student and from the learning process to the learning outcomes. This shift in focus clarifies the intent of our instruction and sets the stage for an evaluation of that instruction."⁴

A major challenge of the university is the preparation of its graduates to meet the professional and personal demands made upon them after graduation. "Each institution sets its own pattern in preparing students for personal, community, and family life and for professional competence."⁵ The demands made upon the graduates change rapidly in this age of technological advancement, and as a result, the university curricula must keep pace.

The university must have a method of evaluating its instruction in terms of whether or not it is satisfying the needs of the graduates. One method of evaluating the instruction is by keeping in frequent contact with the graduates. This will aid the university in identifying the current needs and structuring the curriculum to meet these needs.

Lyle has indicated that:

curriculum building is a continuous process and many kinds of facts and value judgements are needed in this process. Facts about the lives the alumnae have led after graduation are useful in deciding the probable experiences of today's students.⁶

⁴Norman E. Gronlund, Stating Behavioral Objectives for Classroom Instruction (London: The Macmillan Company, 1970), p. 1.

⁵Olive A. Hall, Home Economics Careers and Homemaking (New York: John Wiley & Sons, Inc., 1958), p. 11.

⁶Mary S. Lyle, "Graduates Reflect On Their Education," Journal of Home Economics, January, 1957, p. 9.

Comments made by recent graduates about the adequacy or inadequacy of their preparation for personal and professional life after graduation from the university will aid the university in planning for the needs of those who are currently students. Key feels that the opinions of graduates who have experienced the strong and weak points of the college curriculum are a source in the planning and revision of curriculum. "A study of what has happened to graduates should reveal the usefulness of the curriculum in relation to their needs."⁷

THE PROBLEM

Purpose and Design of the Study

The purposes of this study were to (1) identify the degree of attainment of specific instructional objectives by recent graduates of the University of Montana Department of Home Economics; (2) identify those instructional objectives which are particularly relevant to home economics educators; (3) identify certain selected personal and professional characteristics of the 1966-1970 graduates of the Department of Home Economics, University of Montana; and (4) identify instructional needs of the home economics program at the University of Montana.

This investigation is classed as a descriptive survey study since it was based on a one-time questionnaire. "...studies which we

⁷Erskine C. Key, "Maintaining a Dynamic Curriculum," Improving College and University Teaching, Spring, 1969, p. 139.

classify as descriptive-survey, are conducted as a means of learning some common characteristics or behavior, status of a group or institution, widely accepted opinion on a given topic, or trends in any of these factors."⁸

This study had some analytical connotations because comparisons were made between different subgroups of the population in order to discover whether differences exist among them. As Cochran has stated, "the distinction between descriptive and analytical survey is not, of course, clear-cut. Many surveys provide data that serve both purposes."⁹

Importance of the Study

The Department of Home Economics at the University of Montana graduated its first students in 1915. No recent study has been made to determine the relevance or effectiveness of the program offered by the Department of Home Economics; therefore, an assessment by the graduates could be of value to serve as a basis for analysis of the program.

Any estimates of adequacy and effectiveness of an institution of higher education depend of necessity upon a complexity of factors. One factor often overlooked is the final product, the graduate. This factor is perhaps the most significant determinant of adequacy of programs and measure of effectiveness.¹⁰

⁸Olive A. Hall, Research Handbook for Home Economics Education (Minneapolis: Burgess Publishing Company, 1962), p. 48.

⁹William G. Cochran, Sampling Techniques (New York: John Wiley & Sons, Inc., 1967), p. 5.

¹⁰Jack L. Nelson, "Follow-Up Study of Graduates," Improving College and University Teaching, Spring, 1964, p. 111.

Selection of the Sample

The one hundred and fifty-nine graduates of the Department of Home Economics for the years of 1966-1970 received the questionnaire used in this study. It was felt that the responses of this group would be most relevant to the needs of the students today. The objectives of instruction for these graduates are similar to the objectives used at the current time because of the similarity of instructors.

A list of the graduates was obtained from files in the home economics office. Addresses of the graduates were obtained from the members of the faculty of the Home Economics Department, personal contacts with the graduates, the 1970-1971 list of Montana Home Economics Teachers, and the Alumni Office of the University of Montana.

Limitations of the Study

The degree of accuracy with which the respondents answered the questionnaire is not ascertainable. It is possible that the terminology used within the questionnaire may not have conveyed to each respondent exactly the same meaning.

Although every effort was made to insure an adequate number of replies, the percentage of graduates responding to the questionnaire may not be large enough to represent adequately those graduates who are currently teaching home economics and those who are not.

Definition of Terms

For the purposes of this study the following definitions were used:

Graduate. A graduate is one who has completed the requirements of the college or department in which he was enrolled. The graduate in home economics is one who has completed work in the Department of Home Economics at the University of Montana as specified in the University of Montana Bulletin. In the department of home economics a student may earn either a Bachelor of Science or a Bachelor of Arts degree. The difference is that the Bachelor of Arts student must meet the university foreign language requirements.

Instructional objective. An instructional objective is a brief clear statement that describes instructional intent in terms of the desired learning outcomes. Attention is focused on the student and the type of performance he is expected to demonstrate at the end of the instruction.¹¹ The instructional objectives used in this study are listed in the educational characteristics portion of the questionnaire (Appendix B).

THE PROCEDURE

A cover letter (Appendix A) and a questionnaire (Appendix B) were developed according to the principles outlined by Rummel.¹² The cover letter was prepared using an institutional letterhead, and a self-addressed, stamped envelope was included for convenience in reply. The cover letter, questionnaire, and informal reaction sheet

¹¹Gronlund, pp. 9-10.

¹²J. Francis Rummel, An Introduction to Research Procedures in Education (2d ed., New York: Harper & Row Publishers, 1964), pp. 111-162.

(Appendix C) were sent to the 159 graduates who received degrees in home economics from the University of Montana, 1966-1970. A follow-up letter (Appendix D) was also developed to be sent to those who did not respond to the first request.

The questionnaire was constructed in four major parts. Part I included provisions for obtaining information about the personal characteristics of the respondents. Part II asked for information about professional characteristics. Part III combined two checklists and a rating scale for assessment of educational characteristics. Space for the respondents to make personal comments about the home economics program at the University of Montana was included in Part IV.

The list of specific instructional objectives included in Part III represent a behavioral interpretation of the guidelines for research in home economics as noted in the publication National Goals and Guidelines for Research in Home Economics.¹³ These objectives also represent:

1. Areas included in the Montana publication Vocational Home Economics Education Planning For Effective Teaching.¹⁴

¹³Association of Administrators of Home Economics, National Goals and Guidelines for Research in Home Economics, Director, Jean Davis Schlater (East Lansing: Information Services Michigan State University, October, 1970), pp. 15-56.

¹⁴Montana, Vocational Home Economics Education Planning For Effective Teaching, (Helena: Office of the Superintendent of Public Instruction, May, 1970), p. 4.

2. Major areas of home economics as defined by Henrietta Fleck, Toward Better Teaching of Home Economics.¹⁵
3. Suggestions included in Suggested Guidelines for Consumer Education Grades K-12.¹⁶
4. Objectives suggested by the Wisconsin Home Economics Conceptual Structure and Planning Guide for Secondary Schools.¹⁷
5. Course objectives of the faculty of the Home Economics Department, University of Montana. These objectives were obtained from data sheets filed in the office of the Chairman of the Home Economics Department, University of Montana.

The instructional objectives included in the questionnaire identify the desired learner outcomes. Structuring the questionnaire in this manner deviates from the usual follow-up study which asks the respondent to list those courses which were most helpful, or for which their preparation was most adequate. In this manner, the attention was focused on the behavior of the learner, i.e. the graduate, not the faculty.

¹⁵Henrietta Fleck, Toward Better Teaching of Home Economics (New York: The Macmillan Company, 1968), pp. 25-26.

¹⁶Wisconsin, Wisconsin Home Economics Conceptual Structure and Planning Guide for Secondary Schools (Wisconsin Department of Public Instruction, 1970), pp. 4-66.

¹⁷President's Committee On Consumer Interests, Suggested Guidelines for Consumer Education Grades K-12 (Washington: Government Printing Office, November, 1970), pp. 19-36.

The respondents were asked to:

1. Rate the objective as either very important, important, or less important.
2. Indicate whether the objective is of greatest value to home economics educators, home economists not in teaching, or of equal value to all home economists.
3. Identify their degree of attainment of the objective.

The space provided for personal comments in Part IV of the questionnaire allowed the respondents to "let off steam" as suggested by Rummel.¹⁸

The questionnaire was distributed to an expert panel and then revised before being sent to the graduates of the Department of Home Economics, University of Montana, 1966-1970. The panel was a select group of home economists who have earned advanced degrees and have had specific course work in the writing of behavioral objectives.

Following the initial mailing of the questionnaire, one hundred and nine follow-up letters (Appendix D) were mailed in an effort to increase the response. Of the total 159 questionnaires mailed, 113 responses were obtained. This gave a usable return of 71.07 percent. Thirty-six of the respondents were currently teaching home economics at the junior high or secondary school level, and seventy-seven were not.

¹⁸Rummel, pp. 127-28.

Analysis of the Data

The data from the first two and last portions of the questionnaire were tabulated as a group. The findings are noted in Chapter III of this study.

Information obtained through the educational characteristics portion of the questionnaire was tabulated in two classifications: those currently teaching home economics and those not currently teaching home economics. The tabulation and analysis of the data in this portion of the questionnaire was performed in the Computer Center at the University of Montana with the aid of Mr. John A. Peterson. The data was tabulated to obtain totals, mean levels, and percentages. This information is also found in Chapter III.

CHAPTER II

RELATED READINGS

Home economics is a field of study which draws its content from most of the disciplines. "The content of home economics is a synthesis of knowledge developed by its own workers and of that developed by the physical, biological, and social sciences, the arts, and the humanities that is applicable to the improvement of family living."¹ Home economics utilizes basic principles from these varied disciplines in solving problems that individuals and families face in day to day living.

Trump and Miller feel that perhaps home economics is that ideal or precious object that curriculum makers have been looking for and ultimately found on their own doorstep. The subject matter of home economics is related directly to the lives of pupils, has practical application, and will lead ultimately to a vocational pursuit.²

The history of some of the concepts of home economics can be traced as far back as classical Greek thought. Francis Bacon, however, appears to be the one thinker who made the first forceful justification

¹Henrietta Fleck, Toward Better Teaching of Home Economics (New York: The Macmillan Company, 1968), p. 25.

²J. Lloyd Trump and Delmas F. Miller, Secondary School Curriculum Improvement Proposals and Procedures (Boston: Allyn and Bacon, Inc., 1968), p. 116.

for a science of home living. He felt that such topics as the course of life, cookery, nourishment, and the preparation of wool needed to be investigated.³

It was not until the final year of the 19th century that the event occurred which gave the field a secure name and identity. At that First Lake Placid Conference on Home Economics, with Ellen H. Richards as chairman, the members felt that homemakers must be educated so that they could apply scientific findings to increase their effectiveness in solving problems of the home, thus contributing to the welfare of the nation.⁴

Among other events which have influenced the field of home economics are the Land Grant Act, the organization of the American Home Economics Association, the Smith-Hughes Act, and the Vocational Acts of 1963 and 1968.

In 1968 Dr. Earl McGrath reported on a study which he had made to define the future scope of home economics. One of the major implications of the study is that home economics should take the generalized approach to curriculum if it wishes to keep its focus toward improving family life.⁵

³Caroline Budewig, "Home Economics In Historical Perspective." (Speech delivered at the American Home Economics Association 55th Annual Meeting, June 23, 1964, Detroit, Michigan), p.2. (Mimeographed)

⁴Earl J. McGrath and Jack T. Johnson, The Changing Mission Of Home Economics (Columbia University: Teachers College Press, 1968), pp. 13-14.

⁵Earl J. McGrath, "The Imperatives of Change For Home Economics," Journal of Home Economics, September, 1968, pp. 505-508.

Shortly after Dr. McGrath's report was published, Elizabeth Simpson outlined six major bases for curriculum decisions at all levels of home economics.

1. Conditions of society and related needs
2. Needs of students
3. Needs related to the local situation
4. Content and organization of the subject field
5. Developments in the education field
6. Philosophical bases.⁶

These six major bases and the purpose of the specific program should be kept in mind when planning and making curriculum decisions. As an example, current conditions and needs of society which should influence current curriculum decisions are the emphasis upon the conservation of natural resources and pollution control.

1968 was an important year in redefining home economics. It was a time for rallying after the emphasis on the sciences precipitated by the accomplishments of Sputnik. The Vocational Education Amendments of 1968 helped home economics by challenging the profession to develop programs to help all individuals and families improve their home environment and prepare them for a wage-earning vocation through cooperative-occupational programs. The challenges presented to home economics by this act were interpreted by Mary Hurt and Margaret Alexander as:

1. Encourage home economics to give greater consideration to social and cultural conditions and needs, especially in depressed areas.
2. Encourage preparation for professional leadership.

⁶Elizabeth J. Simpson, "Challenges in Curriculum Development In Home Economics," Journal of Home Economics, December, 1968, p. 768.

3. Design programs to prepare youth and adults for the role of homemaker or to contribute to their employability in the dual role of homemaker and wage earner.
4. Make consumer education an integral part of the program.
5. Provide ancillary services to insure quality in programs.⁷

Home economics programs can make contributions in helping all families to meet their needs in this changing society. The talents of a home economist could do much to help people in depressed areas if the programs were well-planned with the needs of families in that area kept well in mind.

Home economics research, as well as instruction, was in the position of trying to identify relevant goals and establish a focal point. Thus, in 1968, the Association of Administrators of Home Economics appointed Dr. Jean Schlater as Executive Director of a study designed to identify goals for research in home economics. The goals which were formulated are addressed to the needs and concerns of the family, typical of education and research in home economics. The major areas for research identified in this study were:

Man's Psychological and Social Development
 Man's Physiological Health and Development
 Man's Physical Environment
 Man's Economic Well-Being
 Family-Community Interaction⁸

The concern of home economics with identification of relevant goals is not limited to the national level. Each school, whether it is

⁷Mary Lee Hurt and Margaret Alexander, "New Challenges For Home Economics Educators," Journal of Home Economics, December, 1969, pp. 72-73.

⁸Association of Administrators of Home Economics, National Goals and Guidelines for Research in Home Economics, Director, Joan Davis Schlater (East Lansing: Information Services Michigan State University, October, 1970), p. 15.

elementary, secondary, or university level is concerned with identifying and formulating a curriculum that will satisfy the current needs of the students. A college home economics department assumes responsibilities toward the general education of its students as well as responsibilities for professional preparation and homemaking.

The preparation of graduates to meet satisfactorily the professional and personal demands made upon them after graduation is a major challenge of a modern university. "These demands change rapidly in this age of technological advancement. Facts about the lives alumnae have led after graduation are useful in deciding the experiences which should be provided for today's students."⁹

Alumnae speak from experience and are in a position to consider the strengths and weaknesses of a program as they use their learning in their own living and as homemakers or professionally employed persons. Only as a department studies its graduates can it judge fully its strengths and weaknesses.

Follow-up surveys of graduates have been used to gain personal and professional information about the graduates; for curriculum development; and as a means of obtaining information about the roles that graduates have assumed after graduation. The successes and failures of the graduates as individuals and professional workers provide a measure by which a department can determine if its objectives are relevant and if they are being achieved.

⁹Phyllis Janet Jacobson Eshbaugh, "A Follow-Up Study Of Home Economics Education Graduates, 1963 and 1964, Kansas State University" (unpublished Master's thesis, Kansas State University, 1965), p. 90.

A follow-up study which was reported by Fehlman had as its purpose the evaluation of the curriculum core of the department of home economics at the University of Colorado as it directed toward education for home and family living. The graduates were asked to indicate which courses had been very helpful, somewhat helpful, or not at all helpful in meeting problems of the family and home. Meal planning and foods ranked higher as courses which had been "very helpful" than did other subjects.¹⁰ Desirable additions to the curriculum core, as indicated by the graduates, were a course in marriage, one about the family, and the need for a nursery school. Personal data obtained indicated that 85.1 percent of the graduates were married, 16.9 percent of whom had married before graduation. Of those who were married, 83.1 percent have college trained husbands, and 61 percent have families.¹¹ Professional data indicated that 40 percent of the graduates had taught and 40.5 percent had worked in dietetics. Post-graduate work in home economics had been done by 55.1 percent, in other fields by 1.6 percent, and 43.2 percent had not done post-graduate work. These percentages seem high, however, this study covered a period of thirty-one years. Fehlman believes that this study should have been extended to "drop-outs" to determine if the curriculum satisfied the needs of all home economics students.¹²

¹⁰Hazel A. Fehlman, "Graduates Evaluate A Curriculum Core," Journal of Home Economics, January, 1954, p. 10.

¹¹Ibid., p. 11.

¹²Ibid., p. 12.

Dr. Mary S. Lyle conducted a survey of graduates of Iowa State College for twenty years. She found a sharp increase in the number of graduates who had married prior to graduation. Between 1933-1937, 4.6 percent married before graduation, and between 1948-1952 this increased to 17.6 percent. Half of the graduates were married to men in professional, technical, and kindred occupations.¹³ Dr. Lyle stated that "although our society is in flux and the responsibilities and roles of women in the home, in the community, and in professional fields are rapidly changing, life experiences of the alumnae furnish some clues to needs of students."¹⁴

The college and university section of the Louisiana Home Economics Association studied opinions of Louisiana home economics graduates about their home economics curriculums. The respondents felt that creative and personal planning goals should receive greater emphasis. As a group they requested more emphasis on housing and home furnishings, consumer buying, food preservation, and the selection, purchase, use, and care of clothing. Helen Nichols reported that about 75 percent of those who graduated between 1954-1959 were married, and almost 50 percent of them had children. This study was reported in 1961, and by this time about 18 percent of the respondents had done graduate work.¹⁵

¹³Mary S. Lyle, "Graduates Reflect On Their Education," Journal of Home Economics, January, 1957, p. 10.

¹⁴Ibid., p. 9.

¹⁵Helen Nichols, "Graduates Evaluate College Home Economics Curriculum," Journal of Home Economics, March, 1961, p. 200.

Leilani Watt conducted a study to describe data concerning the general population, family structure, and employment characteristics of University of Wyoming home economics graduates from 1911 to 1961. She grouped the respondents in two categories, presently married, and presently not married, and tabulated all data on that basis.¹⁶ Watt asked the respondents to indicate to what degree home economics courses had helped in specific areas of family life.¹⁷

A 1953-64 survey of University of Iowa graduates sought information about personal data, professional work, community activities and education information. Findings indicated that 21.8 percent were not married, 0.4 percent were widowed, and 2.8 percent were divorced. The mean age at marriage was 22 years. Of the respondents who had graduated in the five years just preceeding the study, those who were married had 1.6 children. Of the husbands, 48.6 percent held professional positions and 20 percent were classified as clerical and sales workers.¹⁸ Twelve percent of the husbands were currently enrolled as students; however, if these men completed their work. 91.9 percent of the husbands would have one or more college degrees. Of the home economics graduates, 66 percent had worked professionally since graduation, and 35.1 percent of these had done home economics teaching.

¹⁶Leilani Bomgardner Watt, "Family Structure And Employment Characteristics Of The Graduates From The Division Of Home Economics Of The University Of Wyoming, 1911 to 1961" (unpublished Master's thesis, University of Wyoming, 1962), p. 3.

¹⁷Ibid., p. 75.

¹⁸Harriet A. Stevens and Margaret O. Osborn, "Characteristics of Home Economics Graduates," Journal of Home Economics, December, 1966, p. 774.

Work beyond the baccalaureate degree had been taken by 19.9 percent of the graduates. About 25 percent of the graduates were involved in a social organization, 22 percent in a professional, and 20 percent in a religious organization. Food and nutrition courses were described by 34 percent of the graduates as being most useful. Textiles and clothing, and family development courses were next in order of usefulness.¹⁹

Phyllis Eshbaugh conducted a follow-up study of the graduates of Kansas State University, 1963 and 1964. The purposes of this study were to determine the types of employment the graduates were engaged in, to obtain the graduates feelings about the adequacy of preparation for teaching, and to make recommendations for changes in relation to home economics and student teaching. The respondents were asked to indicate the adequacy of preparation in the different areas of home economics as highly adequate, adequate, somewhat inadequate, and inadequate.²⁰ Eshbaugh states that "periodic reappraisals of the home economics teacher education program are deemed desirable in view of on-going changes and developments in home economics, in college curriculums, and in public secondary schools."²¹ She suggests that instructors of home economics courses make subject matter more meaningful for potential teachers by helping the students see the application of principles in different situations and relating subject matter to the needs of future teachers.²² In the construction of the

¹⁹Ibid., p. 775.

²⁰Eshbaugh, p. 3.

²¹Ibid., p. 99.

²²Ibid., p. 99.

questionnaire used for this study, she felt that persons who had never taught would react differently to the appraisal of their preparation for teaching and would not be able to evaluate the adequacy of this preparation in relation to a teaching experience, and thus excluded non-teachers from completing the major portion of the questionnaire.²³

The most recent surveys of home economics graduates have been reported in Home Economics Research Abstracts, 1969 Home Economics Education.²⁴ One of these is a study conducted by Carolyn Christian at the University of Southern Mississippi to investigate personal, professional, and educational characteristics of the graduates from 1959-1968. The data indicated that 36.3 percent of the graduates who were employed outside the home were teaching home economics.²⁵ The average number of children was 1.2; however, this may be assumed to increase since the women are still in the child-bearing age.²⁶ Christian asked the respondents to rate the areas of home economics in relation to their contribution to personal, professional, home, social, or civic life.²⁷ She recommends that "the faculty of the School of Home Economics at the University of Southern Mississippi become aware of the current roles of the graduates and adjust their

²³Ibid., p. 4.

²⁴American Home Economics Association, Home Economics Research Abstracts, 1969 Home Economics Education, #5 (Washington: American Home Economics Association, 1970).

²⁵Carolyn Christian, "Personal, Professional, And Educational Characteristics Of The Home Economics Graduates Of The University Of Southern Mississippi, 1959-1968" (unpublished Master's thesis, University of Southern Mississippi, 1969), p. 43.

²⁶Ibid., p. 58.

²⁷Ibid., p. 76.

curriculum to meet the needs."²⁸

A survey of the home economics graduates of The Florida State University, 1960-1964, indicated that 15.7 percent had married before graduation with a mean age at marriage of 22 years. Eighty-six percent of the graduates who responded were married, and 38.8 percent had husbands who were classed as professionals.²⁹ Of the husbands, 76.8 percent had four or more years of college. The majority of the graduates, 53.7 percent, were not employed at the time of the study, but only 4.4 percent of these had never been employed since graduation.³⁰ Of those who were currently employed, 27.3 percent were employed as secondary school home economics teachers.³¹ One-third of the respondents had completed some graduate study; 38.4 percent of those had earned a Master's degree, and 2.3 percent had earned a doctorate.³² Von dem Bussche used the data to portray the profile of an "average" graduate of the home economics school between 1960-1964.³³

Jeanette C. Gorman and Laura Jane Harper have written an article which gives current information about the recent graduates in home economics in the United States and Puerto Rico. They indicate

²⁸Ibid., p. 62.

²⁹Meredith Buckland von dem Bussche, "A Follow-Up Study Of Home Economics Graduates Of The Florida State University, 1960-1964" (unpublished Master's thesis, The Florida State University, 1969), p. 31.

³⁰Ibid., p. 34.

³¹Ibid., p. 42.

³²Ibid., p. 47

³³Ibid., p. 58.

that at the end of the 1960's, 45 percent of the undergraduate degrees granted in the United States and Puerto Rico were in home economics education. Fourteen percent were granted in general home economics, 12 percent in textiles, clothing, and merchandising, 11 percent in child development and family relationships, and 7 percent in foods, nutrition and dietetics.³⁴

Follow-up studies in other areas have been done at the University of Montana. A professional paper submitted by Clifford A. Anderson in 1950 surveys University of Montana graduates teaching in Montana secondary schools. Mr. Anderson asked the respondents to rate the teacher training program as excellent, adequate, inadequate, or very poor. He also asked that they list the education courses they had taken at the University and evaluate each.³⁵

In 1953, Noreen B. Ingle surveyed University of Montana graduates who were teaching their first year. She listed all the courses offered and asked the respondents to rate those they had taken as either very helpful, helpful, or of little or no help.³⁶

³⁴Jeanette C. Gorman and Laura Jane Harper, "A Look At The Status Of Home Economics In Higher Education," Journal of Home Economics,

³⁵Clifford A. Anderson, "A Survey Of The Teaching Success Of Montana State University Graduates Employed In Montana Secondary Schools" (unpublished Professional paper, University of Montana, 1950), p. 136.

³⁶Noreen B. Ingle, "A Survey Of Selected Factors Of Montana State University Graduates Teaching Their First Year In Montana Schools, 1948-1952" (unpublished Professional paper, University of Montana, 1953), p. 79.

Follow-up studies of high school graduates have also been undertaken in an attempt to evaluate the high school programs. In 1958, Oscar B. prestbo completed such a study of the graduates of the Chinook, Montana High School. He asked the respondents to indicate whether the training at the high school had helped a great deal, some, little or none, or an uncertain amount.³⁷

The studies which have been concerned with curriculum revision have generally asked the respondents for their opinion about the training or instruction received at the institution. This experimenter has tried a different approach to identify curriculum needs--that of personal attainment of the respondents. Through the related reading, the experimenter has been unable to find any previous studies which have used instructional objectives as a basis for the evaluation of a program. Instructional objectives state the intent of instruction in terms that identify what the student, i.e. the graduate, will be able to do after the instruction. The learning experiences are based on specific behavioral objectives which further identify what the learner will be able to do and how his accomplishments will be evaluated.

The development of behavioral objectives has a brief history. Between 1918 and 1925, objectives were stated in very specific terms such as "the ability to spell receive." As one can easily imagine, the

³⁷Oscar B. Prestbo, "A Follow-Up Study Of The Graduates Of Chinook, Montana High School For The Years 1950-1953" (unpublished Master's thesis, University of Montana, 1958), p. 50.

objectives needed were so numerous that the system fell of its own weight. In 1948, a series of meetings began with the purpose of classifying educational objectives and defining them in precise behavioral terms.³⁸ The culmination of their efforts were the taxonomies of educational objectives provided by Benjamin Bloom and his associates.³⁹ These taxonomies dealt with the cognitive and affective domains. Recently work in the development of the psychomotor domain has been done.⁴⁰ Objectives written for a unit or course of study may encompass each of the domains.

Recent publications have presented directions or instructions for the writing of behavioral objectives. Robert F. Mager's short book, Preparing Instructional Objectives, is designed to make a start toward specifying objectives. Mager states that "an objective is an intent communicated by a statement describing a proposed change in a learner--a statement of what the learner is to be like when he has successfully completed a learning experience."⁴¹ He goes on further

³⁸Marvin D. Alcorn, James S. Kinder, and Jim R. Schunert, Better Teaching In Secondary Schools (New York: Holt, Rinehart and Winston, Inc., 1970), p. 118.

³⁹Benjamin S. Bloom, (ed.), Taxonomy of Educational Objectives, Handbook I: Cognitive Domain (New York: David McKay Co., Inc., 1956). David R. Krathwohl, Benjamin S. Bloom and Bertram B. Masia, Taxonomy Of Educational Objectives, Handbook II: Affective Domain (New York: David McKay Co., Inc., 1964).

⁴⁰Elizabeth J. Simpson, "The Classification of Educational Objectives, Psychomotor Domain," Illinois Teacher of Home Economics, Vol. X, No. 4, Winter, 1966-67. pp. 110-144. Robert J. Armstrong and others, The Development and Evaluation of Behavioral Objectives (Worthington: Charles A. Jones Publishing Company, 1970).

⁴¹Robert F. Mager, Preparing Instructional Objectives (Palo Alto: Fearon Publishers, 1962), p. 3.

to list the three components of an acceptable objective: (1) identify the terminal behavior; (2) describe the conditions under which the behavior will occur; and (3) specify the criteria of acceptable performance.⁴²

In 1970, Norman Gronlund wrote material directed toward stating instructional objectives in terms of the outcomes expected. He feels that the degree of generality of the instructional objective will vary with the period of instruction for which it is prepared. Objectives written for an entire course will be more general than those written for a particular unit within the course. Instructional objectives should begin with a verb and indicate student performance, learning product, terminal behavior and learning outcomes. Statements of specific behavior will then be listed under the more general instructional objectives.⁴³

A simple, yet encompassing, model for instruction including the specification of objectives has been developed by Popham and Baker. The Goal-Referenced Instructional Model has four components: (1) specification of objectives; (2) preassessment; (3) instruction; and (4) evaluation.⁴⁴ This model could easily be adapted to any specific instructional situation.

⁴²Ibid., p. 12.

⁴³Norman E. Gronlund, Stating Behavioral Objectives for Classroom Instruction (London: The Macmillan Company, 1970), p. 11.

⁴⁴W. James Popham and Eva L. Baker, Systematic Instruction (Englewood Cliffs: Prentice Hall, Inc., 1970), p. 13.

In general, the instructional model that we are advocating requires that the teacher be attentive to the learner. The focus is on the student, not the teacher. This focus is clearly indicated by the inadequacy of the question "What shall I, the teacher, do?" For too many years educators have been concerned with what happens to the teacher, not with what happens to the learner. The time for that misdirected concern is over. The sensible conception of instruction is a goal-referenced model.⁴⁵

This model places the emphasis in planning on the behavior of the students. The planning of instruction which is done by teachers must take place on several levels from the general to the specific. The behavioral movement offers a tool which aids this planning. At the planning level, the objective may be written in terms of an overview. For evaluation, this objective is translated into more specific statements of behavior which are then carried out through the learning experiences. Alexander, Saylor, and Williams feel that if an objective will: (1) state the intended pupil learnings; (2) aid the teacher in planning significant learning experiences; and (3) provide a basis for effective evaluation it is a good objective whether stated in terms of specific, "overt behaviors that can be measured by applying specific, performance standards or whether it describes a learning outcome that contributes to the growth and development of the students."⁴⁶

The behavioral approach can be used for an entire course, a unit within a course, or a smaller unit in planning. This investigator

⁴⁵Ibid., P. 17.

⁴⁶William M. Alexander, J. Galen Saylor, and Emmett L. Williams, The High School Today and Tomorrow (New York: Holt, Rinehart and Winston, Inc., 1971), p. 146.

has chosen to expand this approach toward judging the effectiveness and relevancy of an entire curriculum. The objectives included in the educational characteristics portion of the questionnaire (Appendix B) were written in the manner suggested by Gronlund for writing general instructional objectives. They are an instructional interpretation of the goals and guidelines for research classified in the five major areas suggested by Schlater.⁴⁷ The formulation of these objectives involved the selection, definition, and reduction of the possible objectives to a reasonable and consistent set that was felt to be attainable. The findings in Chapter III discuss the usability of this method of curriculum evaluation.

⁴⁷Association of Administrators of Home Economics, National Goals and Guidelines for Research in Home Economics, Director, Jean Davis Schlater (East Lansing: Information Services Michigan State University, October, 1970), pp. 15-64.

CHAPTER III

PRESENTATION OF FINDINGS

The population in this study consisted of a total of 159 graduates of the Department of Home Economics at the University of Montana who graduated with a baccalaureate degree in home economics between 1966 and 1970. Responses were obtained from 113 graduates, a return of 71.07 percent.

Table I presents a classification of the respondents by the home economics options offered at the University of Montana and the year of graduation. The majority of the respondents graduated under the Home Economics Education option. The 84.96 percent who indicated this option is considerably greater than the 45 percent figure reported in the study by Gorman and Harper of undergraduate degrees granted in home economics in the United States and Puerto Rico.¹

None of the respondents indicated a Family Relations emphasis in their undergraduate work. The Clothing and Textiles, Food and Nutrition, and General options were each indicated by 4.42 percent of the respondents. The Child Development option was indicated by only two respondents, or 1.77 percent.

The findings presented in this chapter are in the order in which the items appeared on the questionnaire (Appendix B).

¹Jeanette C. Gorman and Laura Jane Harper, "A Look At The Status Of Home Economics In Higher Education," Journal of Home Economics, December, 1970, p. 745.

TABLE I

CLASSIFICATION OF RESPONDENTS BY HOME ECONOMICS OPTION
AND YEAR OF GRADUATION

Option	Year of Graduation					Percent of Total
	1966	1967	1968	1969	1970	
Home Ec. Education	16	17	13	22	28	84.96
Food and Nutrition	1	--	3	1	--	4.42
Clothing and Textiles	1*	1	1	1	1	4.42
Child Development	--	1**	--	--	1	1.77
Family Relations	--	--	--	--	--	0.00
General	1	1	3	--	--	4.42

*Combined with a Home Economics Education major

**Combined with a Clothing and Textiles major

PERSONAL CHARACTERISTICS

Data concerning personal characteristics were summarized for the total population. Of the 112 responses to "Age," it was found that the average of the population was 25.46 years, with a range of 21 to 52 years. One of the respondents failed to indicate her present age.

The responses to "Marital Status," are indicated in Table II. None of the respondents indicated that they were separated. One respondent indicated that she had been widowed and then had later remarried. Eighty-nine of the respondents, or 78.76 percent, indicated that they were married, and 23, or 20.35 percent, indicated that they were single. Only one of the respondents was divorced.

TABLE II

MARITAL STATUS OF RESPONDENTS

Status	Number	Percent
Single	23	20.35
Married	89	78.76
Divorced	1	.89
Widowed	1*	

*This respondent is now married.

These characteristics are quite different from those indicated for the marital status of the female population 18 and over as reported

in the Pocket Data Book. The data book indicates that 12.8 percent of the females are single, 69.7 percent are married, 2.4 percent are separated, 14.0 percent are widowed, and 3.5 percent are divorced.² The differences noted, however, may be partially accounted for by the low mean age (25.46 years), of the respondents in this study.

In response to the question "Did you marry before graduation?" 51.11 percent of the respondents indicated that they had married before graduation. Their mean age at marriage was 21.50 years. The mean age at marriage of the 48.89 percent who married after graduation was 22.55 years. Twenty-two years is the mean age at marriage of the total group who are married.

Twelve of the husbands of the respondents are currently attending a college or university. Of the 77 husbands who are not students, fifty-four, or 70.13 percent, are engaged in Professional, Technical, and Managerial occupations as classified by the Dictionary of Occupational Titles.³ Of the husbands, 14.29 percent are classified as being in service occupations, however, all of these are in the Military service, and all have obtained a baccalaureate degree. Table III presents a summary of the classification of the husbands' occupations. None of the husbands are employed in the processing,

²U. S., Department of Commerce, Pocket Data Book USA 1969, Bureau of the Census (Washington: Government Printing Office, January, 1969), Table 23, page 53.

³Dictionary of Occupational Titles, 1965, Volume II, Occupational Classification and Industry Index, (Third edition, Washington: Government Printing Office, 1965).

machines trades, or bench work occupations. Two of the respondents failed to list the occupation in which their husband was engaged.

TABLE III
OCCUPATIONS OF HUSBANDS OF RESPONDENTS

Occupation	Number	Percent
Professional, Technical, and Managerial	54	70.13
Clerical and Sales	5	6.49
Service	11	14.29
Farming, Fishing, Forestry and Related	2	2.60
Structural	2	2.60
Miscellaneous	1	1.29
Occupation not given	2	2.60

Table IV indicates the number of years of college the husbands have attended and the highest degree that they have obtained. Of the twelve husbands who are currently students, five hold Bachelor's degrees, and one holds a Master's degree. Fifty-five of the husbands hold Bachelor's degrees and thirteen have earned a Master's degree. Of the seven men who have obtained doctorate degrees, two are lawyers, two are dentists, two are educators, and one is a psychologist. If the husbands who are currently enrolled as students complete their study, 91.01 percent of the husbands will hold one or more college degrees. These figures can be compared with the other follow-up studies reported.

TABLE IV
NUMBER OF YEARS COLLEGE ATTENDED AND HIGHEST DEGREE HELD
BY HUSBANDS OF RESPONDENTS

Years College Attended	No Degree	Currently A Student	Bachelor's	Master's	Doctorate
0	3				
1					
2	1				
3	3	2			
4	1	1	3 ⁴		
5		3*	1 ⁴	5	
6		2**	1	5***	
7		1**	1	2	2
8				1	3
9					1
not given		2			1

*Two of these have obtained a Bachelor's degree

**Hold Bachelor's degree

***One is currently a student

The respondents were also asked to indicate the "Number of children." Table V presents a summary of this information. The majority of the married respondents, 58.89 percent, do not have any children. One child was indicated by 23.33 percent of the graduates, and 13.33 percent indicated two children. The average number of children for the respondents who are, or have been, married is only .68 children. This number can probably be expected to increase since such a great percentage of the respondents do not have any children and are still at a child-bearing age.

TABLE V
NUMBER OF CHILDREN OF MARRIED RESPONDENTS

Number of children	Number	Percent
0	53	58.89
1	21	23.33
2	12	13.33
3	1	1.11
4	2	2.22
5 or more	1	1.11

PROFESSIONAL CHARACTERISTICS

The professional characteristics portion of the questionnaire asked the respondents to indicate whether or not they were employed, and the position that they hold. Sixty-two of the respondents, or 54.87 percent, are employed full-time. Thirty-three are not employed, and 18 hold part-time positions. This information is presented in Table VI.

TABLE VI
EMPLOYMENT STATUS OF RESPONDENTS

Employment Status	Number	Percent
Full-time	62	54.87
Part-time	18	15.93
Not Employed	33	29.20

The home economics graduates of the University of Montana who responded to this study are employed in a variety of occupations. Of those who are employed, the greatest percentage, 41.25 percent, are employed as teachers of home economics at the junior high or secondary level. Three are employed as extension agents, and two as university instructors. Nine of the respondents are employed part-time as substitute teachers. Table VII also indicates that seven of the respondents are teachers in other areas on a full-time basis, and three on a part-time basis.

TABLE VII
OCCUPATIONS OF EMPLOYED RESPONDENTS

Occupation	Full-time	Part-time	Percent
HOME ECONOMICS			
Teachers			
University	2		2.50
Junior high and secondary	30	3	41.25
Institution	1		1.25
Adult Education		1	1.25
Extension	3		3.75
Interior Design	1		1.25
Dietetics	2		2.50
Business	1		1.25
Dressmaker		1	1.25
Graduate Assistant		1	1.25
RELATED			
Teachers, other areas	7	3	12.50
Teacher aides	2		2.50
Guidance, Social work	2		2.50
In-Service training inst.	1		1.25
Substitute teacher		9	11.25
Stewardess	1		1.25
Production Asst. TV	1		1.25
Managerial	2		2.50
Clerk, Saleswoman	2	1	3.75
Office, Secretary, etc.	3		3.75

Responses to the question asking the "level of study" completed indicate that 24.88 percent of the respondents have completed more than fifteen additional credits since receiving their baccalaureate degrees. Four of the respondents, or 3.54 percent, have obtained a Master's degree as indicated in Table VIII.

TABLE VIII
HIGHEST LEVEL OF STUDY COMPLETED BY RESPONDENTS

Level	Number	Percent
Bachelor's	85	75.22
Bachelor's + 15	13	11.50
Bachelor's + 30	8	7.08
Bachelor's + 45	3	2.65
Master's	4	3.54
Master's +	0	0.00

The personal and professional characteristics of the 1966-1970 graduates of the Home Economics Department, University of Montana, can be compared with similar characteristics of other graduates presented in Chapter II. They are similar in many respects, but not identical because of the different group of respondents, area of the country, length of the study, time of the study, and school of home economics.

EDUCATIONAL CHARACTERISTICS

The educational characteristics portion of the questionnaire contained instructional objectives which the respondents were asked to rate for importance and value, and to indicate their degree of attainment. The responses for this portion of the tabulations were separated into two groups, those currently teaching home economics and those not currently teaching home economics. Placement was determined on the basis of employment with thirty-six classified as current teachers of home economics at the junior high, secondary, or college level, and seventy-seven not currently teaching home economics.

The objectives are grouped and discussed by the areas of home economics defined by Schlater.⁴ Objectives 1 through 5 are an instructional interpretation of man's physiological health and development. Objectives 6 through 8 are concerned with man's physical environment. Man's economic well-being is the focal point of objectives 9 through 18. Objectives 19 through 24 are concerned with man's psychological and social development, and objectives 25 through 27 are an interpretation of the goals related to family-community interaction.

The figures presenting the responses for each group of objectives precede the discussion. Computations are based on the number responding to the portion of the objective as noted in Appendixes E, F, and G.

⁴Association of Administrators of Home Economics, National Goals and Guidelines for Research in Home Economics, Director, Jean Davis Schlater (East Lansing: Information Services Michigan State University, October, 1970), pp. 15-64.

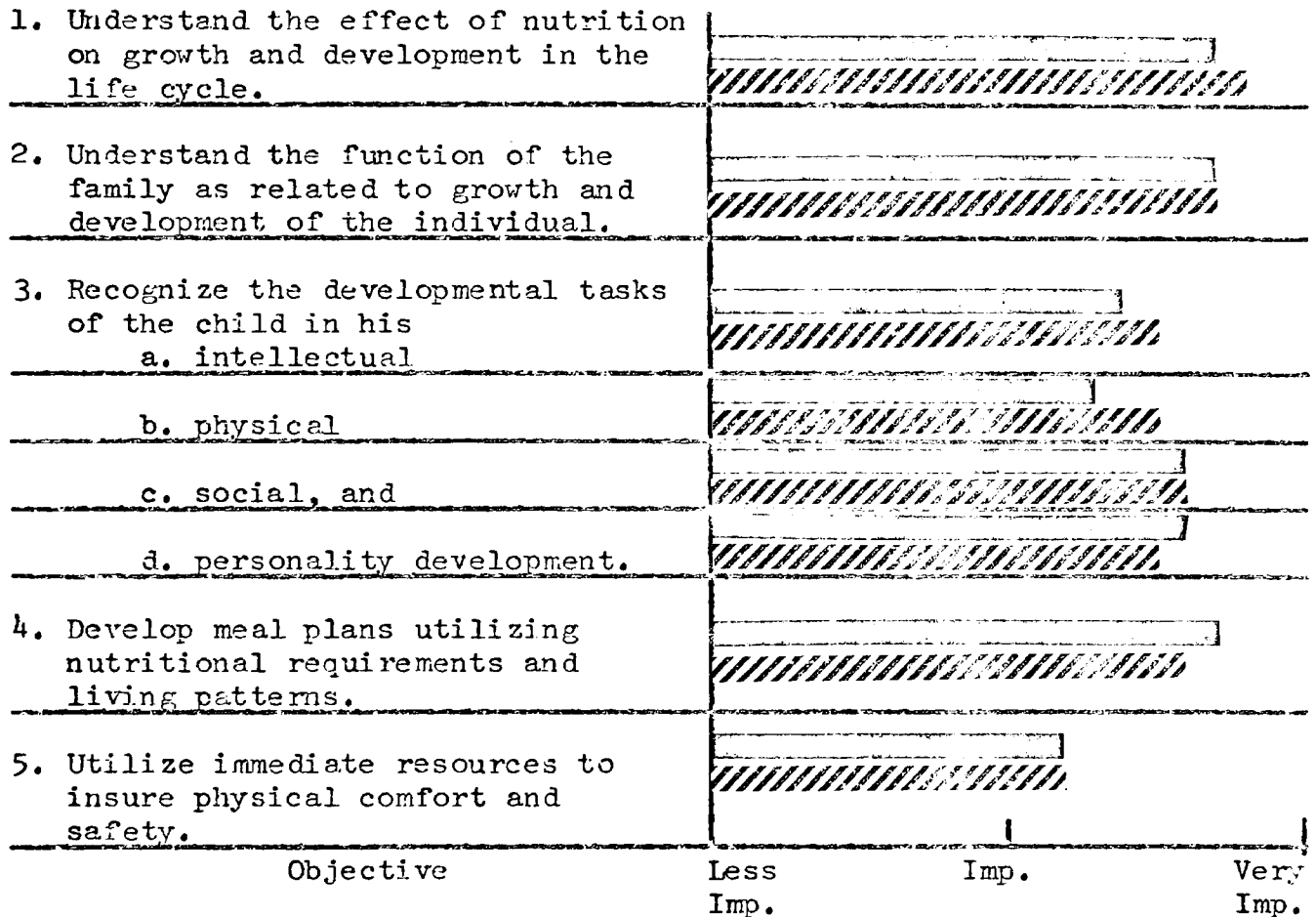


FIGURE 1

MEAN LEVEL OF IMPORTANCE OF OBJECTIVES 1-5,
MAN'S PHYSIOLOGICAL HEALTH AND DEVELOPMENT

- [] As rated by current teachers of home economics
 [///] As rated by those not currently teaching home economics

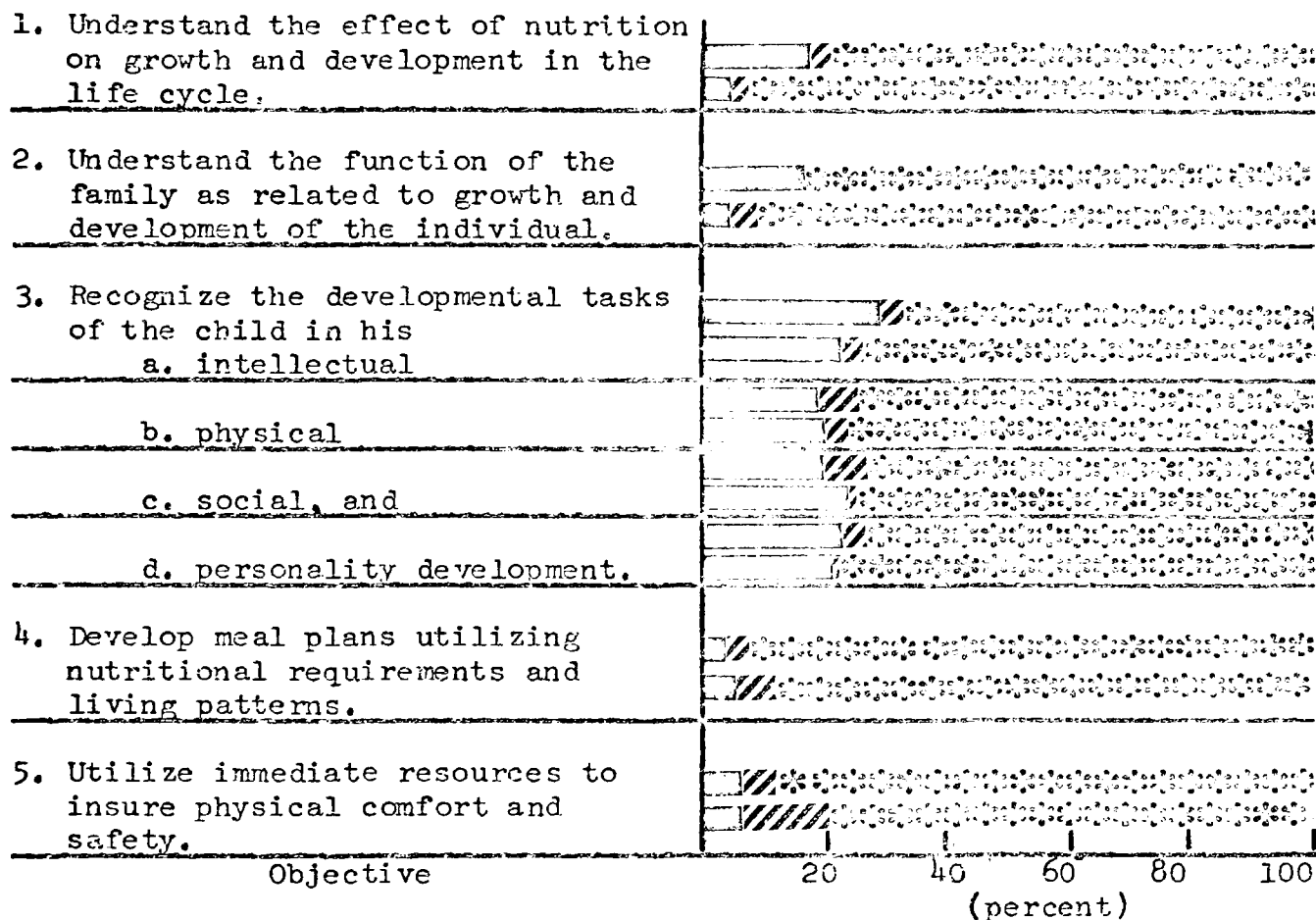


FIGURE 2

PERCENTAGE DISTRIBUTION OF VALUE FOR OBJECTIVES 1-5,
MAN'S PHYSIOLOGICAL HEALTH AND DEVELOPMENT

Upper bar=Responses by those currently teaching home economics
 Lower bar=Responses by those not currently teaching home economics

Of greatest value to home economics educators
 Of greatest value to general home economists, not in teaching
 Of equal value to all home economists

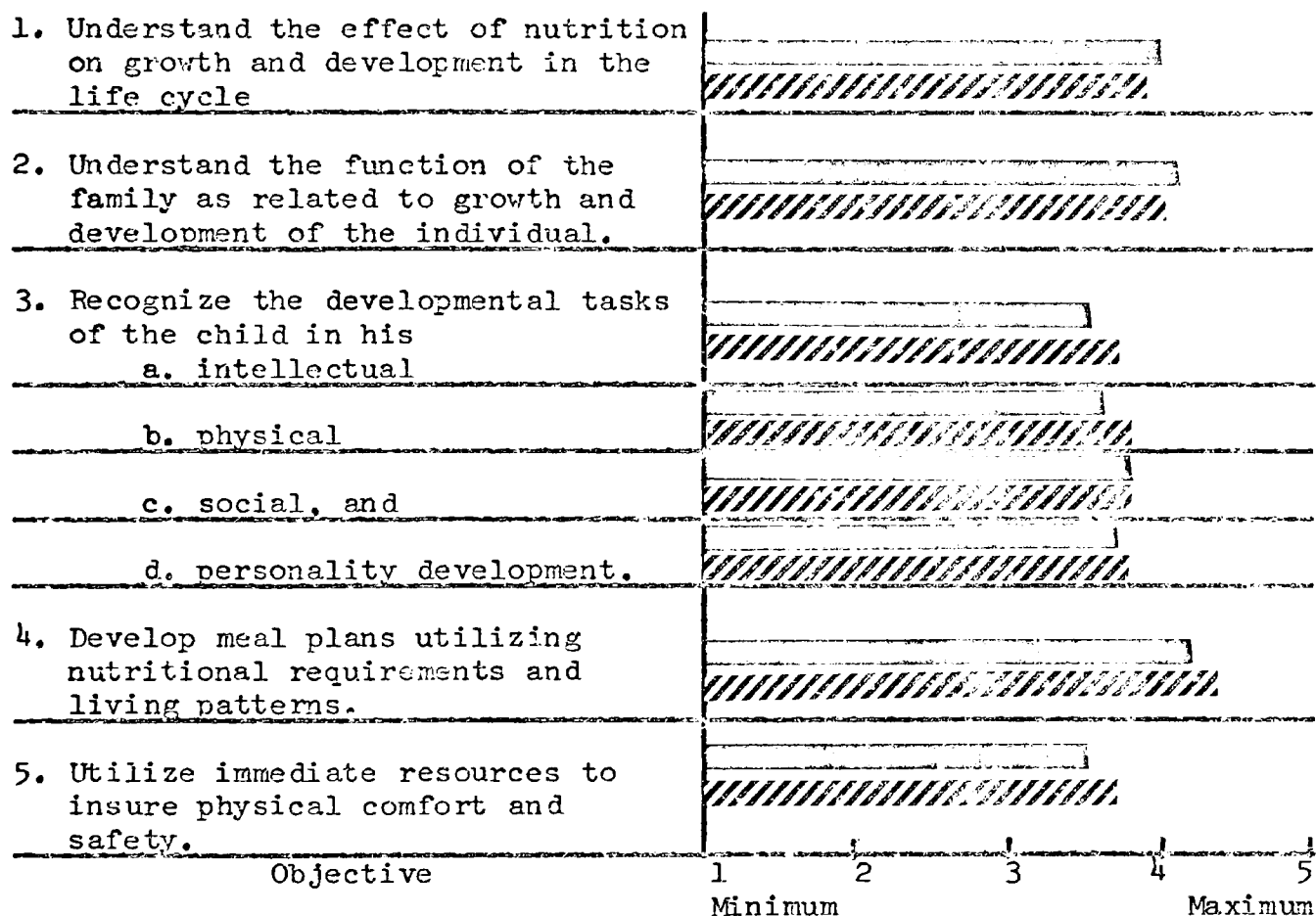


FIGURE 3

MEAN LEVEL OF ATTAINMENT OF OBJECTIVES 1-5,
MAN'S PHYSIOLOGICAL HEALTH AND DEVELOPMENT

- As rated by current teachers of home economics
 As rated by those not currently teaching home economics

Man's Physiological Health and Development

The responses for objectives 1 through 5 are indicated on Figures 1, 2, and 3. Figure 1 indicates the mean level of importance for the objectives as rated by those currently teaching and those not. Each of the objectives was rated by both groups as being between important and very important. Objective number 5, "utilize immediate resources to insure physical comfort and safety," was felt to be least important by both groups of respondents. Objective number 1, "understand the effect of nutrition on growth and development in the life cycle," was rated very high by both groups. Those who are not teaching rated this objective the highest of any in the entire questionnaire. Objective number 3 which is concerned with the developmental tasks of the child, was not rated as highly as objectives 1, 2, and 4. This could have been influenced by the percentage of respondents who do not have children.

More than 70 percent of the respondents in both groups indicated that each of the objectives listed in Figure 2 was equally valuable to all home economists. Those who are currently teaching rated objectives 1 and 2 as being of greater value to home economics educators than did those not currently teaching. It should be noted that objective number 3 was consistently rated as being more valuable to home economics educators than any of the other objectives in this group. Could this be influenced again by the small percentage having children, and the knowledge that this is one of the areas which teachers of home economics discuss in the classroom situation?

The respondents in both groups felt that their degree of

attainment, noted in Figure 3, of the objectives in this group was between 3.5 and 4.4 on the five-point rating scale. There appears to be no considerable differences between the ratings of attainment made by those currently teaching and those not currently teaching. Objective number 3 is rated very much the same as in Figure 1, reinforcing the indication that the findings are affected by the number of respondents who do not have children. Objectives number 1 and 4 were rated by both groups as being very high in importance, value for all, and attainment. Apparently the respondents feel that nutrition is very important and are well-satisfied with their behavior relating to the utilization of nutrition principles.

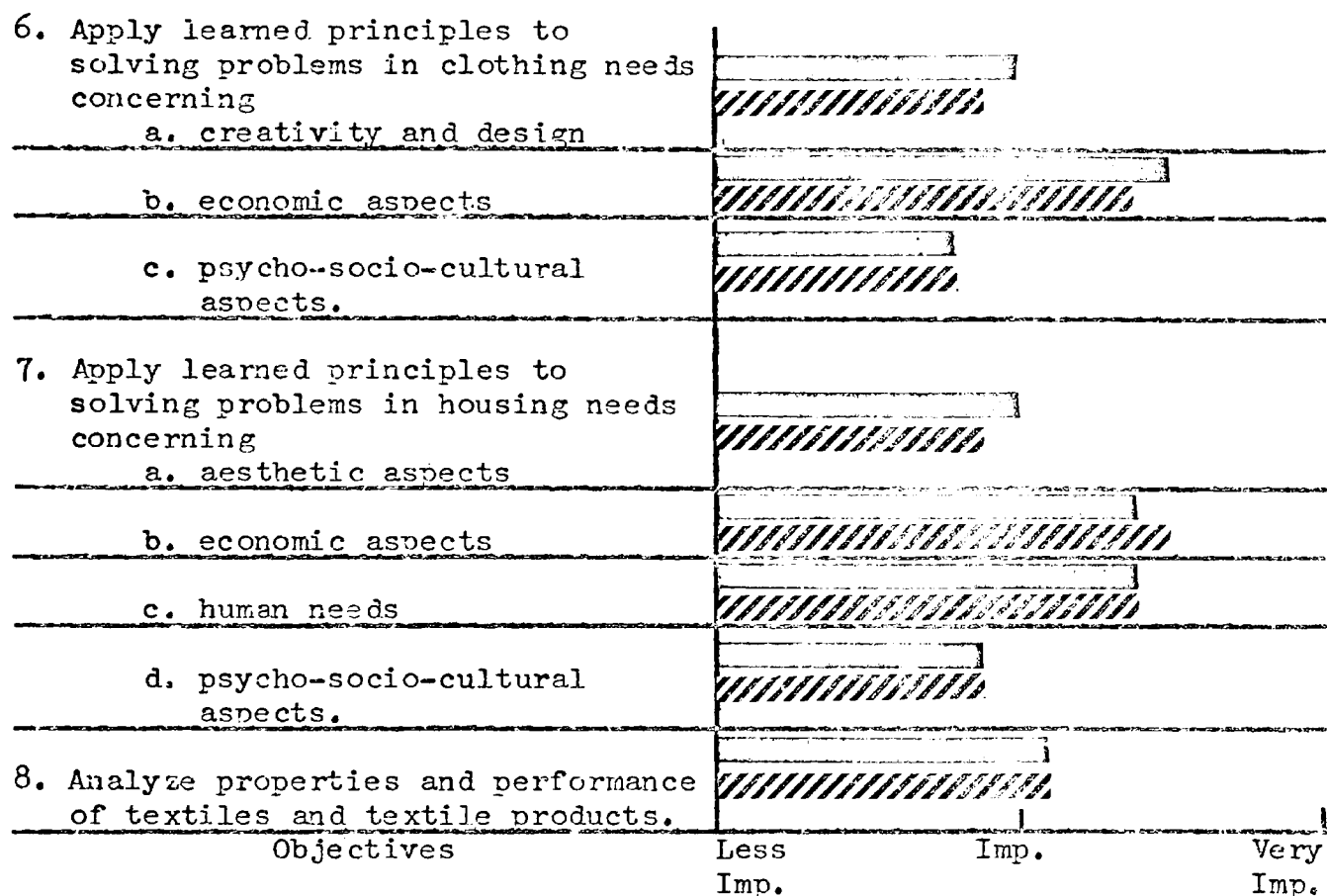


FIGURE 4

MEAN LEVEL OF IMPORTANCE OF OBJECTIVES 6-8,
MAN'S PHYSICAL ENVIRONMENT

- As rated by current teachers of home economics
 As rated by those not currently teaching home economics

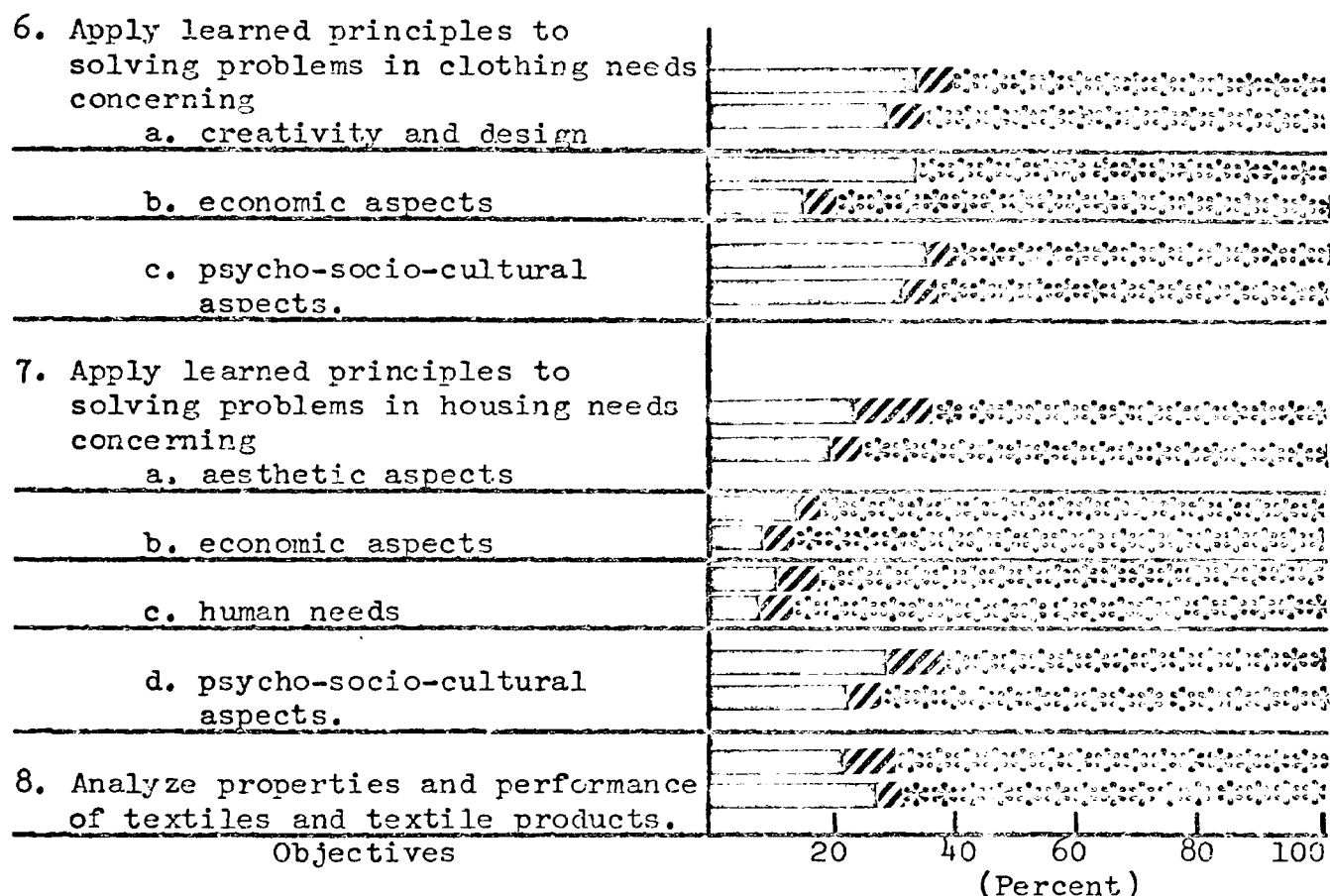


FIGURE 5

PERCENTAGE DISTRIBUTION OF VALUE FOR OBJECTIVES 6-8,
MAN'S PHYSICAL ENVIRONMENT

Upper bar=Responses by those currently teaching home economics
Lower bar=Responses by those not currently teaching home economics

Of greatest value to home economics educators
Of greatest value to general home economists, not in teaching
Of equal value to all home economists

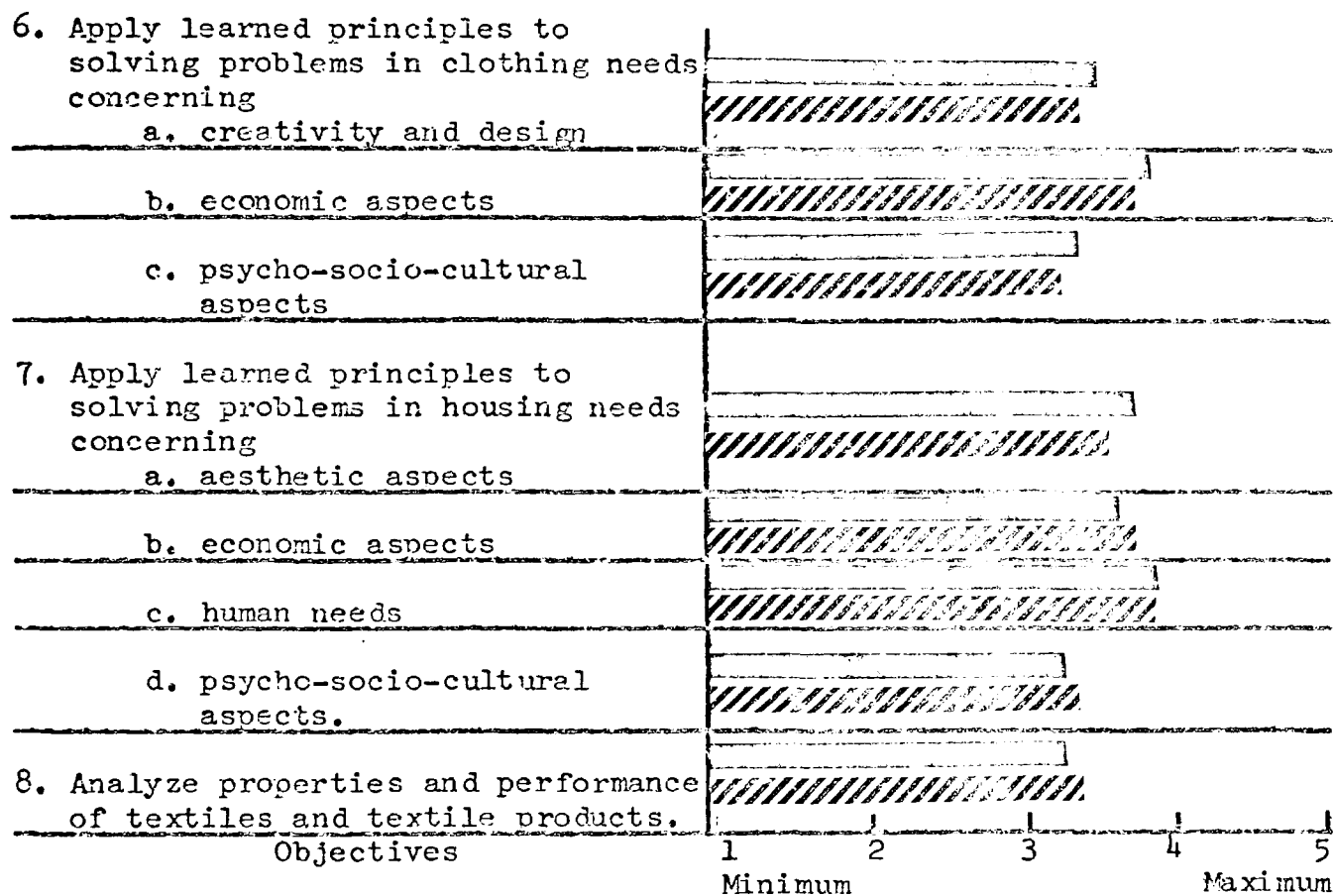


FIGURE 6

MEAN LEVEL OF ATTAINMENT OF OBJECTIVES 6-8,
MAN'S PHYSICAL ENVIRONMENT

As rated by current teachers of home economics
 As rated by those not currently teaching home economics

Man's Physical Environment

Figure 4 indicates the mean level of importance as rated by the respondents of both groups to objective 6 through 8. The four parts of objectives 6 and 7 that are concerned with the psycho-socio-cultural, creative, and aesthetic aspects of the environment were rated between less important and important. Those parts concerned with human needs and economic aspects were rated considerably higher by both groups of respondents. Objective number 8, which is concerned with textiles, was rated slightly higher than important by both groups of respondents. As a group, there are no great differences in the ratings of teachers as compared with those of the non-teachers.

The percentage distribution of value for the objectives in this group, Figure 5, indicates that both the teachers and non-teachers feel that the objectives concerned with the psycho-socio-cultural, aesthetic, and creative aspects are of greater value to teachers than the other objectives concerned with man's physical environment. More than 60 percent of the respondents in both groups felt that the objectives were of equal value for all home economists. The portions of the objectives concerned with economic aspects and human needs were rated by between 70 and 80 percent of the respondents as being of equal value to all home economists.

The mean degrees of attainment represented by Figure 6 are rated as between 3.3 and 4 on the five-point scale. This is the smallest range of attainment for any group of objectives. There are few discernible differences between the ratings of those currently teaching home economics and those not currently teaching home

economics. The objectives discussing the psycho-socio-cultural aspects of the physical environment are rated lowest in attainment by both groups of respondents. The respondents also felt that their attainment of objective number 8, "analyze properties and performance of textiles and textile products," was not as high as their attainment of the other objectives.

The comparatively low responses to objectives concerned with psycho-socio-cultural aspects seems to indicate a low level of understanding of these aspects. This indicates a need for greater emphasis in these aspects of the human environment throughout the home economics curriculum. The respondents seem to feel well-qualified to solve problems in clothing or housing needs which are concerned with economics.

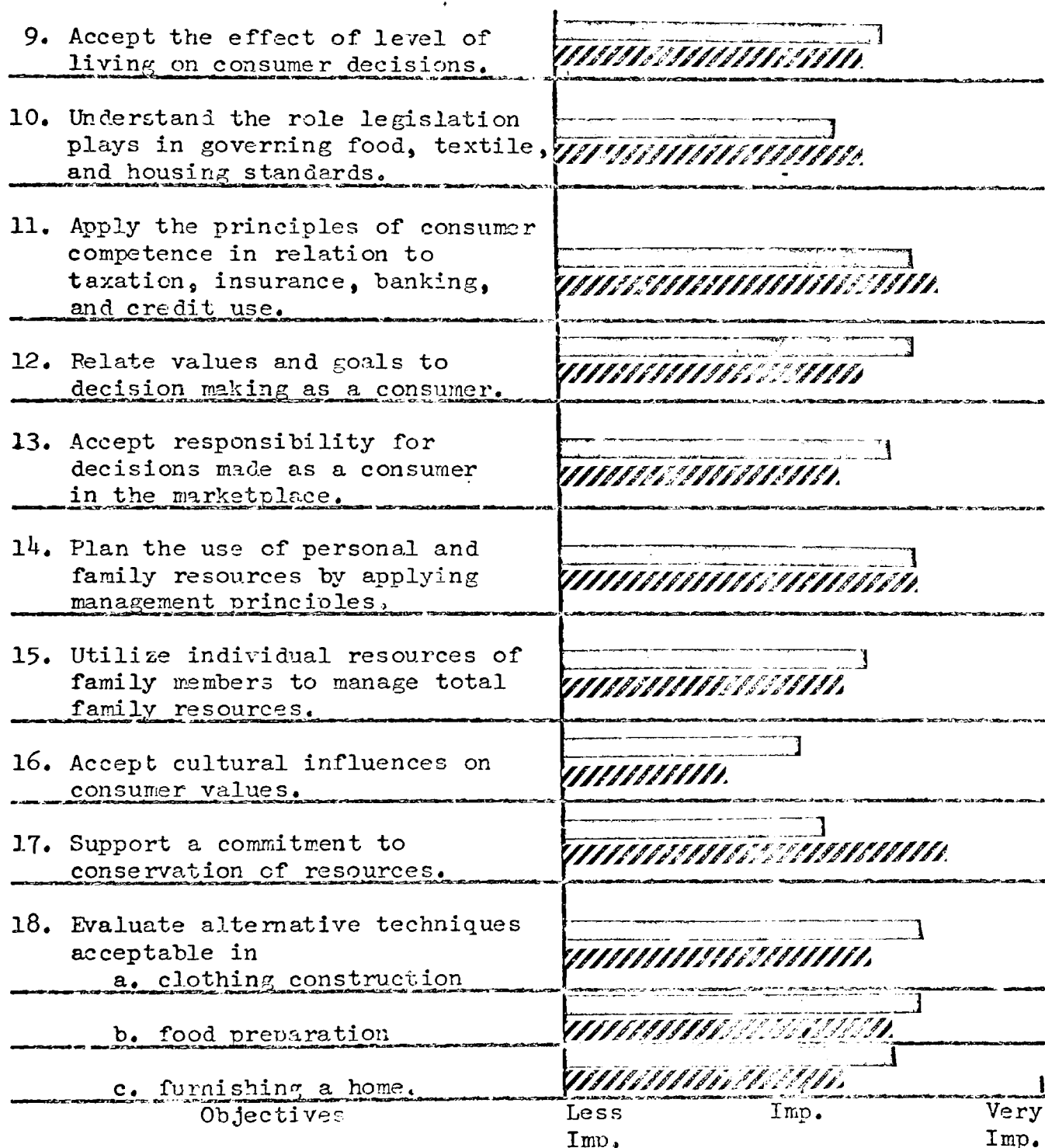


FIGURE 7

MEAN LEVEL OF IMPORTANCE OF OBJECTIVES 9-18,
MAN'S ECONOMIC WELL-BEING

- As rated by current teachers of home economics
 As rated by those not currently teaching home economics

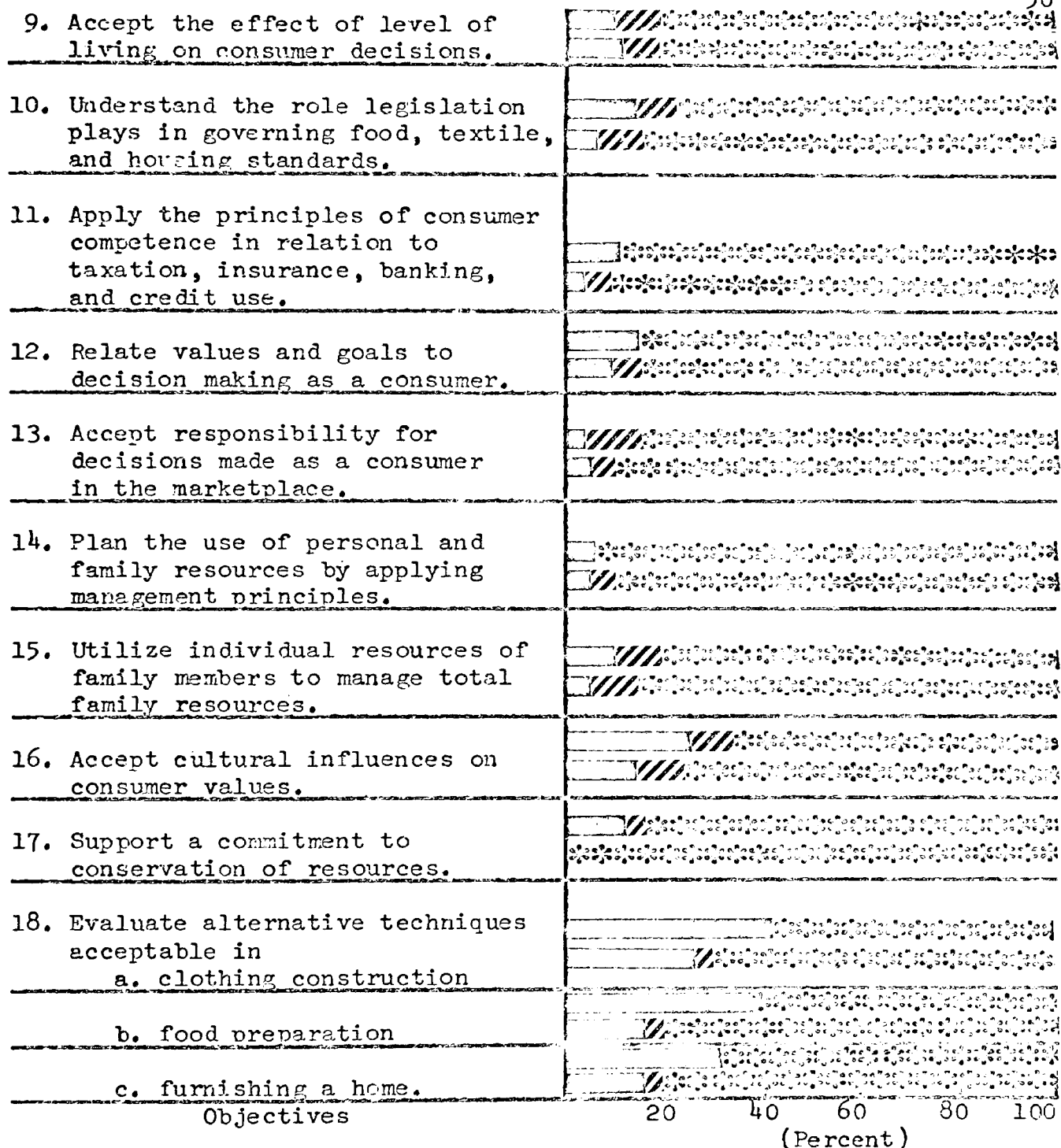


FIGURE 8

PERCENTAGE DISTRIBUTION OF VALUE FOR OBJECTIVES 9-18,
MAN'S ECONOMIC WELL-BEING

Upper bar=Responses by those currently teaching home economics

Lower bar=Responses by those not currently teaching home economics

Of greatest value to home economics educators

Of greatest value to general home economists, not in teaching

Of equal value to all home economists

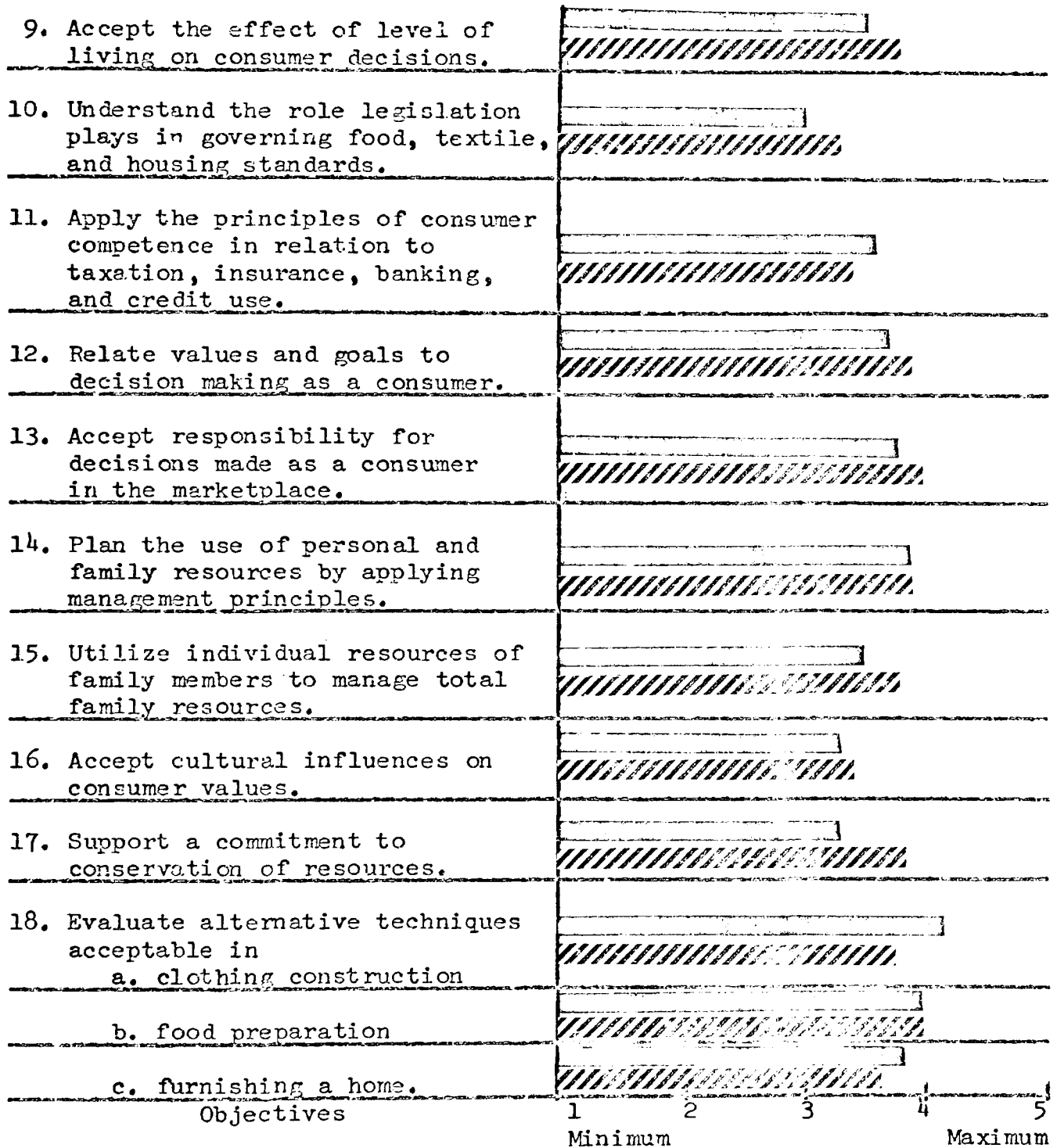




FIGURE 9
MEAN LEVEL OF ATTAINMENT OF OBJECTIVES 9-18,
MAN'S ECONOMIC WELL-BEING

 As rated by current teachers of home economics
 As rated by those not currently teaching home economics

Man's Economic Well-Being

The objectives listed on Figures 7, 8, and 9 are representative of man's economic well-being and the responsibilities of man as a consumer. In Figure 7 you should note that objective number 8, "accept cultural influences on consumer values," was rated the lowest of any objective in this group by both those currently teaching and those not currently teaching. Those not currently teaching rated this objective as being the lowest in importance of any objective in the list of objectives. The other objectives, with the exception of number 16, were rated as being between important and very important by both groups of respondents. Those not currently teaching rated objective number 17, "support a commitment to conservation of resources," as considerably more important than did the respondents who are teaching. Why?

There are differences of opinion between those currently teaching and those not currently teaching on all objectives within this grouping, however, the differences are not consistent. The greatest difference is noted for objective number 17. Objective 16 is indicated by those who are teaching as being considerably more important. Those who are currently teaching felt consistently that it was important to be able to evaluate alternative techniques in family living decisions than did those who are not teaching, objective 18.

As noted in Figure 8, more than 77 percent of the respondents in both groups felt that objectives 9 through 15 were of equal value for all home economists. Of the respondents who are currently

teaching, 25 percent felt that objective number 16 was of greatest value to home economics educators, however, those who are not currently teaching rated it very similarly to objectives 9 through 15. This could indicate a greater understanding and acceptance of cultural differences by those who are currently teaching, however, Figure 9 does not verify this.

Objective number 17, "support a commitment to conservation of resources," was rated as being of equal value to all home economists by 100 percent of the respondents who are not currently teaching. This is the only objective in the list that was rated thus by either group of respondents. Those who are currently teaching felt less strongly about this objective. Why should there be this difference?

Those who are currently teaching rated all portions of objective number 18, "evaluate alternative techniques acceptable in clothing construction, food preparation, furnishing a home," as being of greater value to home economics educators than any other objective in Figure 8. More than 58 percent of the respondents who are teaching felt that this objective was of equal value to all home economists as compared with 71 percent of the respondents who are not currently teaching who felt that this objective was of equal value to all home economists. Perhaps this is because those who are not currently teaching face these kinds of decisions each day as a homemaker, and the teachers are more aware of the stress upon these kinds of decisions made in the classroom situation. The ratings for this objective are consistent with the ratings in Figure 7 for the same objective.

Figure 9 shows that the respondents in both groups indicated that their mean level of attainment of objectives 9 through 18 was between 3.0 and 4.2 on the rating scale. Only those who are currently teaching rated themselves higher than 4 on an objective and this rating was indicated on the first portion of objective 18 concerning evaluating alternative techniques acceptable in clothing construction. Is this because this is one of the major areas of instruction that the teachers are concerned with? The ratings of both groups of respondents for part b of objective 18 are consistent with the ratings of attainment for the nutritional objectives in Figure 3.

Why did both groups of respondents indicate their attainment of objective 10 as the lowest of any objective in this group? Does this indicate a need for greater emphasis on consumer education and money management? The ratings of attainment for the objectives in this grouping were very similar for those teaching and those not currently teaching. The low ratings of attainment given for objective 16 may again indicate a lack of understanding in the area of cultural influences.

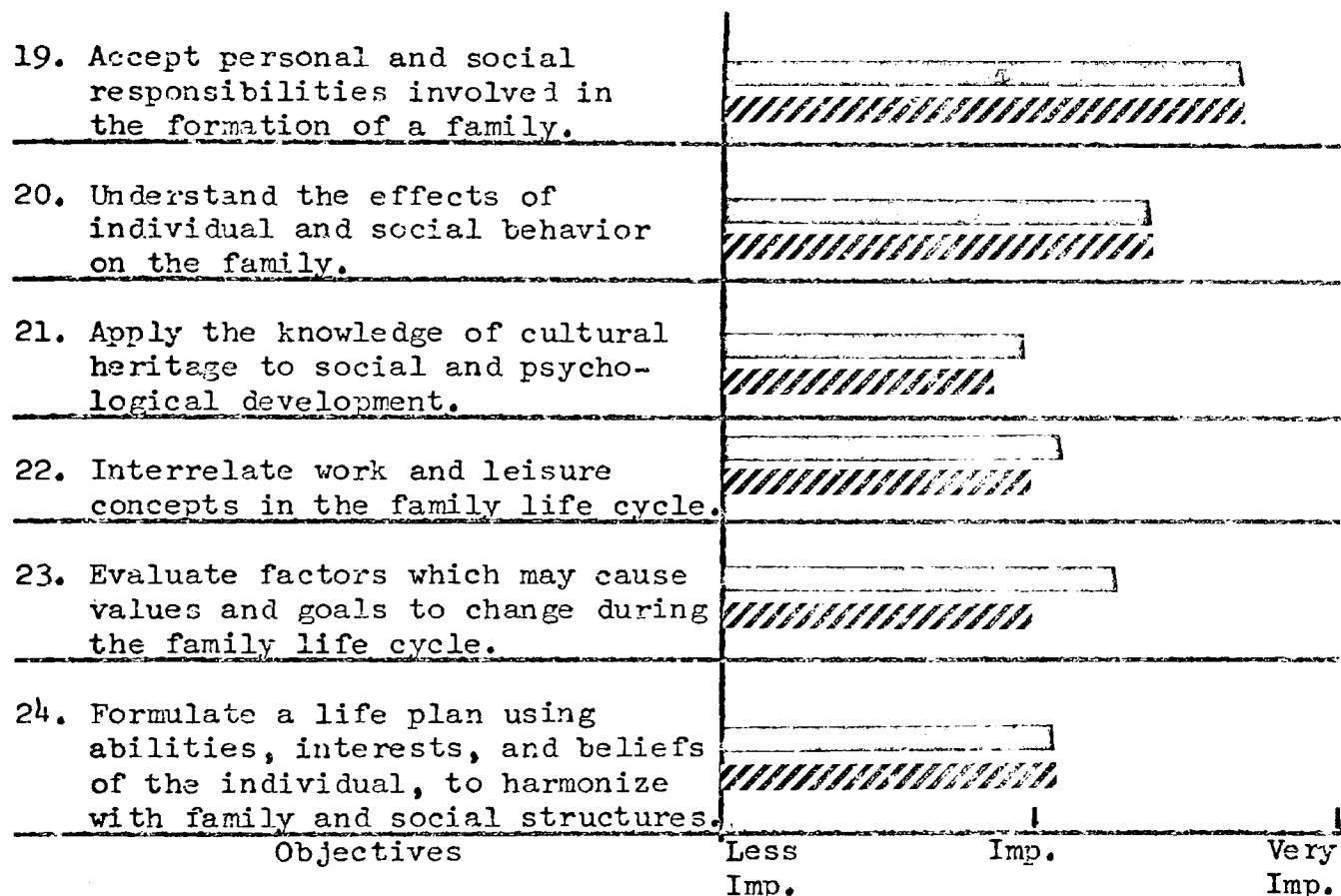


FIGURE 10

MEAN LEVEL OF IMPORTANCE OF OBJECTIVES 19-24,
MAN'S PSYCHOLOGICAL AND SOCIAL DEVELOPMENT

- [Solid Bar] As rated by current teachers of home economics
 [Hatched Bar] As rated by those not currently teaching home economics

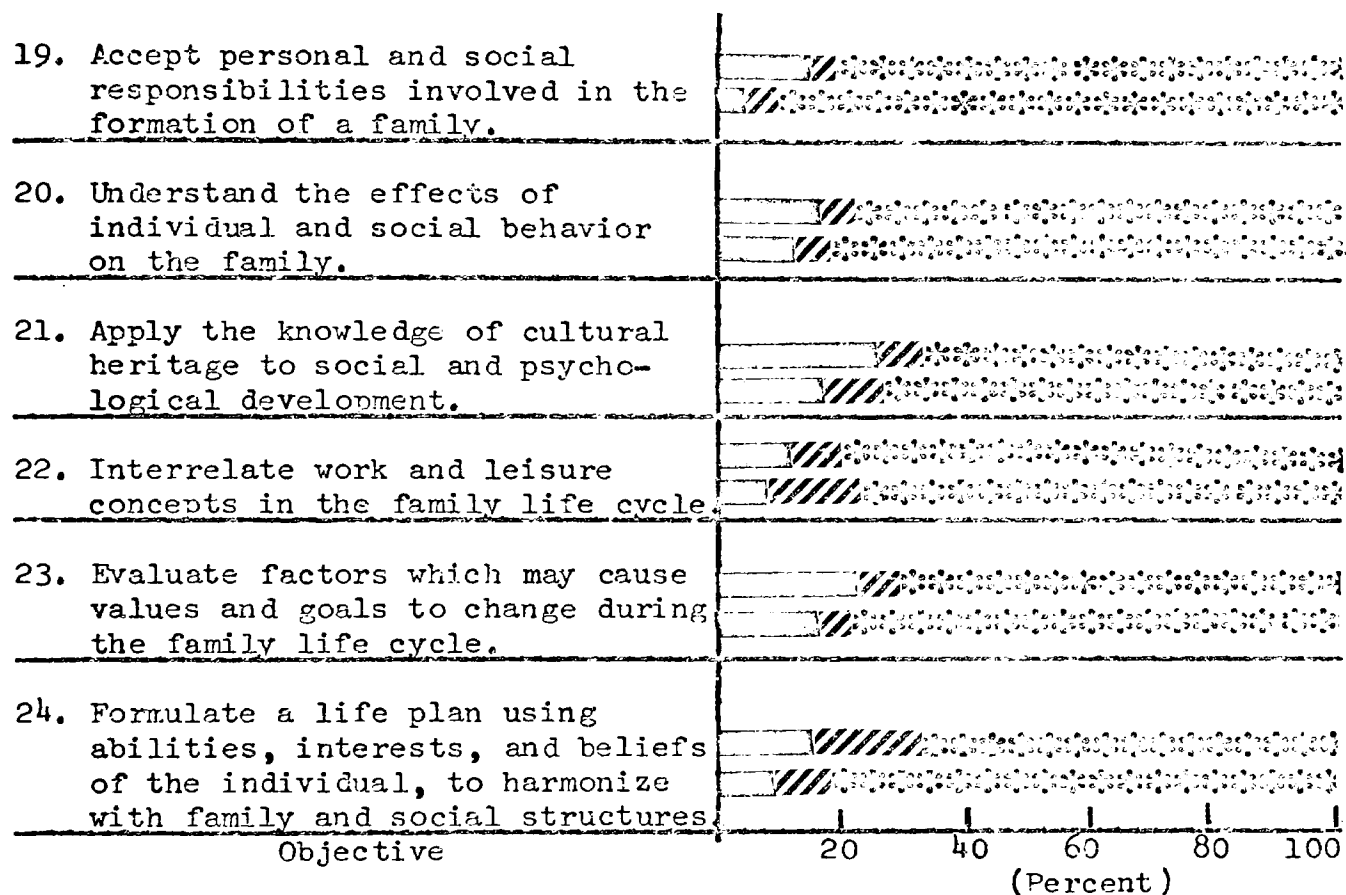


FIGURE 11

PERCENTAGE DISTRIBUTION OF VALUE FOR OBJECTIVES 19-24,
MAN'S PSYCHOLOGICAL AND SOCIAL DEVELOPMENT

Upper bar=Responses by those currently teaching home economics
Lower bar=Responses by those not currently teaching home economics

Of greatest value to home economics educators
Of greatest value to general home economists, not in teaching
Of equal value to all home economists

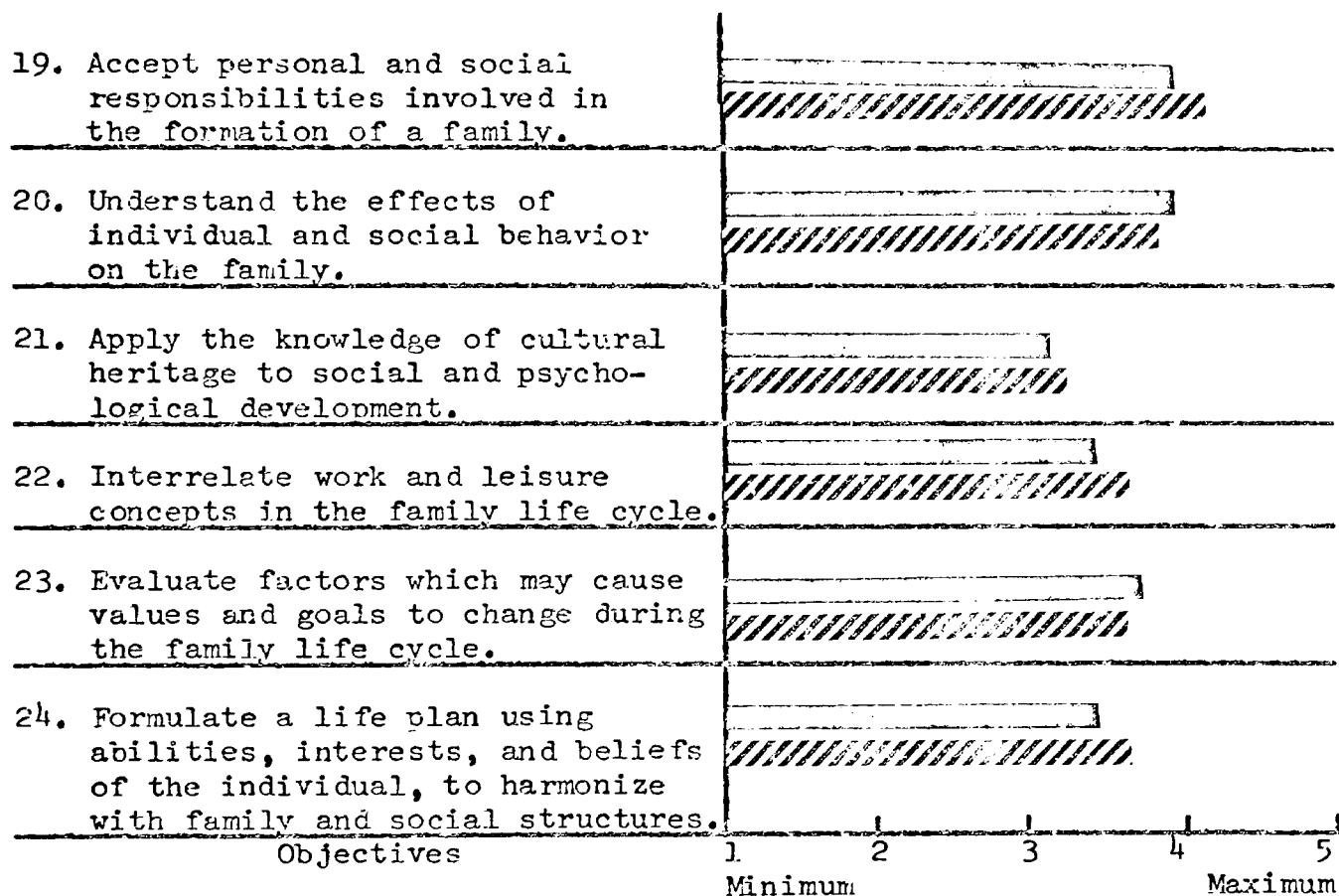


FIGURE 12

MEAN LEVEL OF ATTAINMENT OF OBJECTIVES 19-24,
MAN'S PSYCHOLOGICAL AND SOCIAL DEVELOPMENT

- As rated by current teachers of home economics
 As rated by those not currently teaching home economics

Man's Psychological and Social Development

Objectives 19 through 24 deal with the psychological and social development of man. Figures 10, 11, and 12 summarize the responses obtained. Both groups of respondents rated objective 19, "accept personal and social responsibilities involved in the formation of a family," as being very important. This may be related in some way to the current emphasis on population control in society. Objective 20 was classified almost as important as number 19, and the remaining four objectives in this group were classified as important by both groups of respondents. Those currently teaching rated objective number 23, "evaluate factors which may cause values and goals to change during the family life cycle," as being more important than did those respondents not currently teaching.

As indicated on Figure 11, a greater number of respondents who are not currently teaching felt that the objectives were of equal value to all home economists than did those who are currently teaching. A greater proportion of the teachers rated these objectives as being of greatest value for home economics educators than did those not currently teaching, however, all of the objectives in this group were classified as of equal value to all home economists by more than 66 percent of the respondents.

The mean degree of attainment of the objectives in this grouping, as indicated by Figure 12, was between 3.1 and 4.1. The responses by those who are currently teaching were very similar to the responses made by those who are not currently teaching. Objective number 21, "apply the knowledge of cultural heritage to social and

psychological development," was rated lowest in attainment by both groups of respondents. Could this be influenced by the generally low understanding of cultural heritage, psychological, and social aspects previously indicated by the attainment of objectives in Figure 6? Does this reinforce the indicated need for more emphasis in these areas?

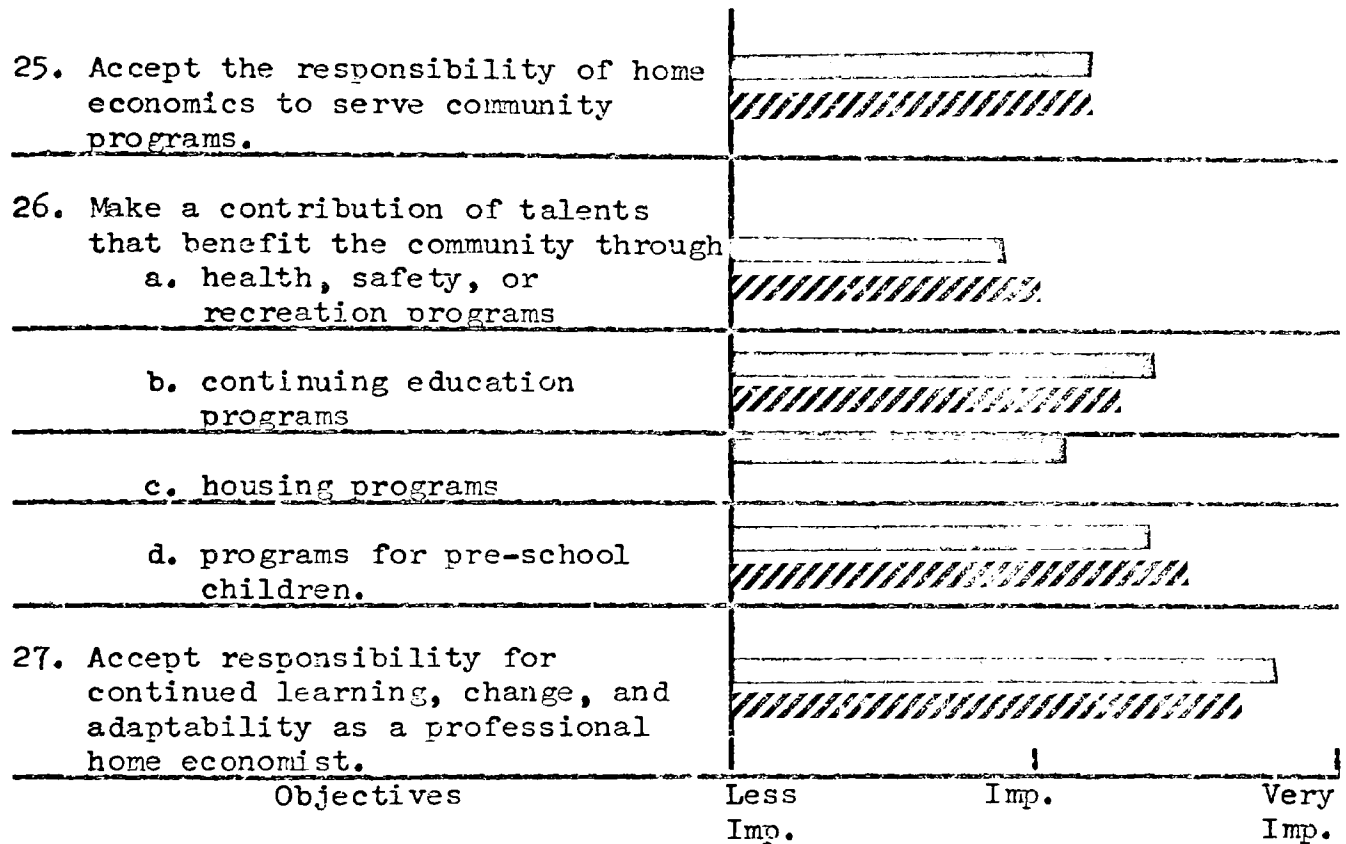




FIGURE 13

MEAN LEVEL OF IMPORTANCE OF OBJECTIVES 25-27,
FAMILY-COMMUNITY INTERACTION

-  As rated by current teachers of home economics
 As rated by those not currently teaching home economics

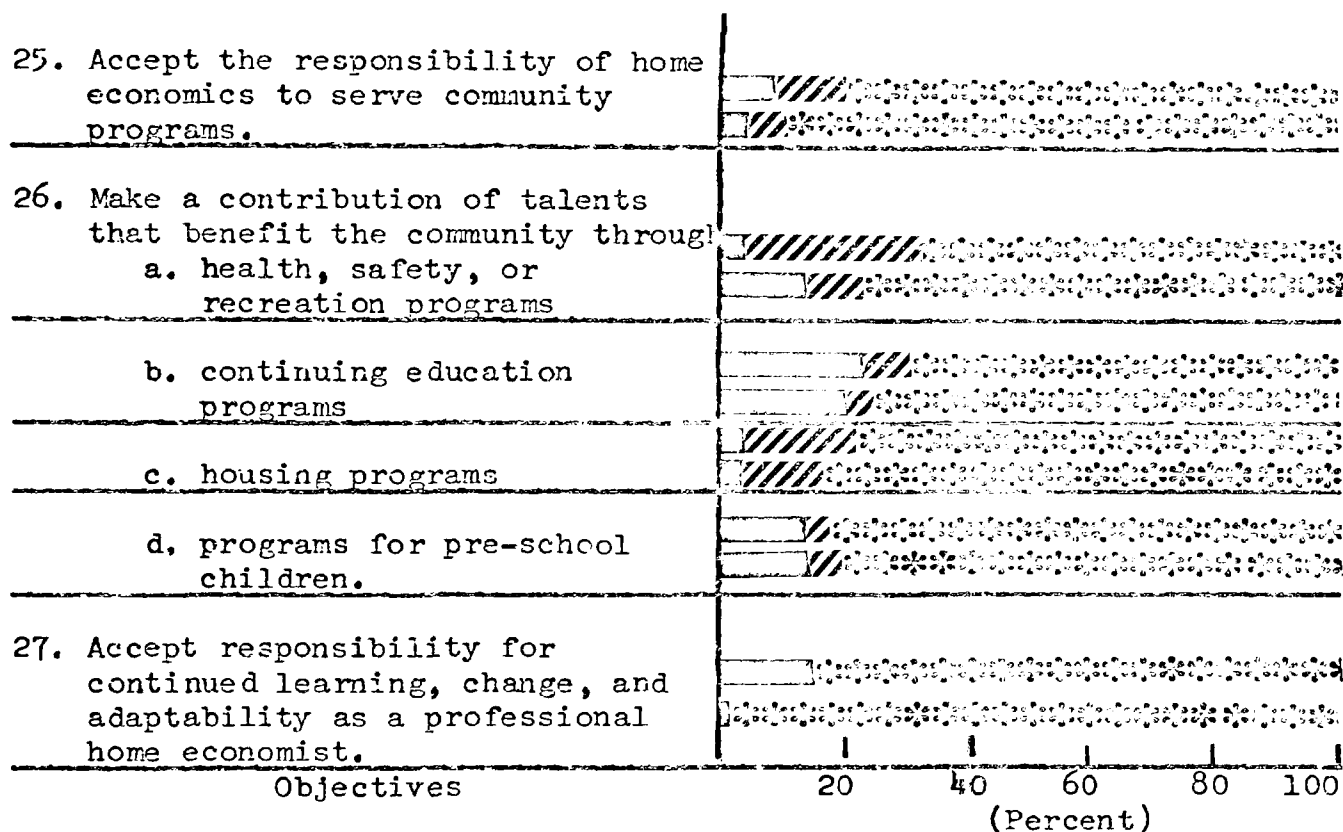


FIGURE 14

PERCENTAGE DISTRIBUTION OF VALUE FOR OBJECTIVES 25-27
FAMILY-COMMUNITY INTERACTION

Upper bar=Responses by those currently teaching home economics
Lower bar=Responses by those not currently teaching home economics

Of greatest value to home economics educators
Of greatest value to general home economists, not in teaching
Of equal value to all home economists

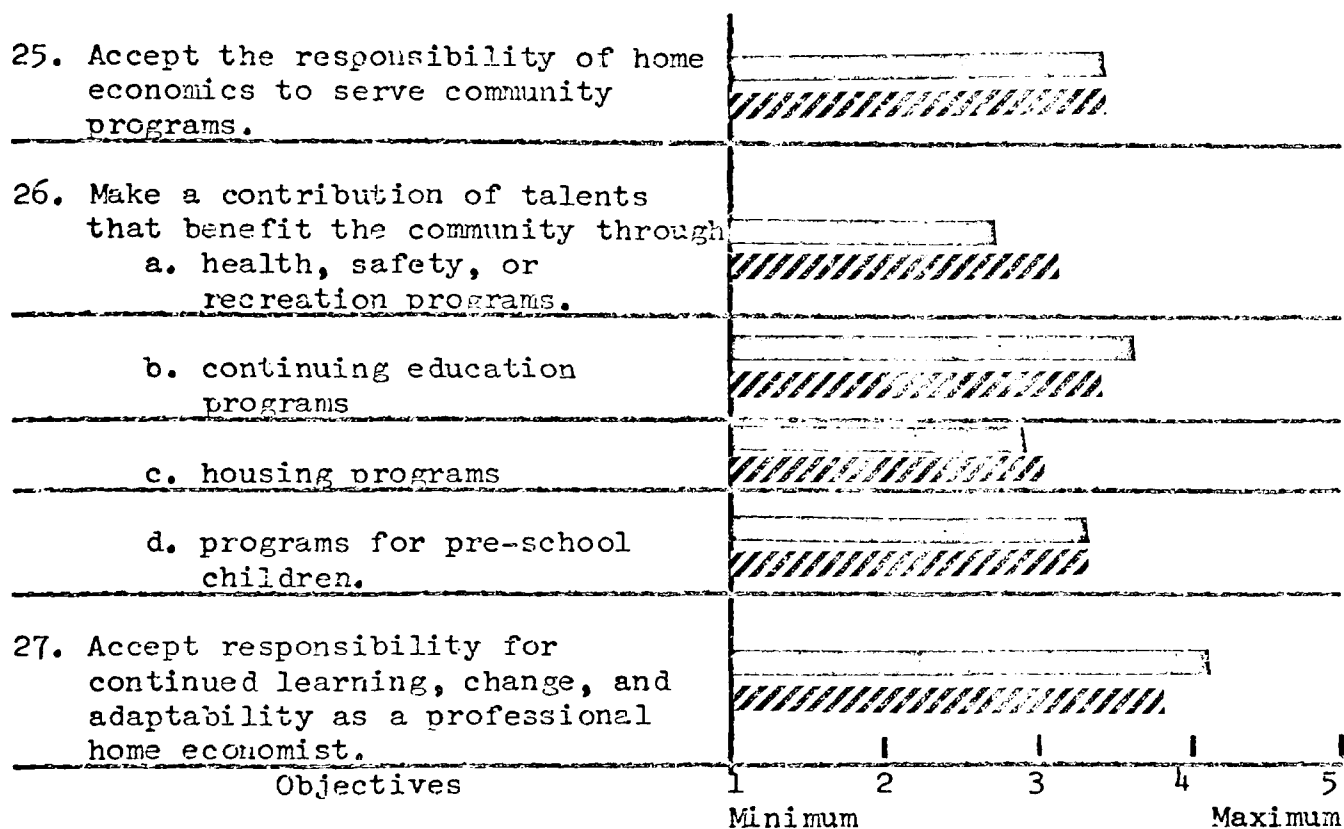


FIGURE 15

MEAN LEVEL OF ATTAINMENT OF OBJECTIVES 25-27,
FAMILY-COMMUNITY INTERACTION

- [] As rated by current teachers of home economics
 [] As rated by those not currently teaching home economics

Family-Community Interaction

Figures 13, 14, and 15 present a summary of the responses to objectives 25 through 27, those concerned with family-community interaction. Both groups of respondents seem to feel that it is not as important for the home economist to make a contribution to community health, safety, or recreation programs as it is to make contributions toward housing, continuing education, or pre-school programs. The two groups indicated the same mean level of importance for objective number 25, "accept the responsibility of home economics to serve community programs," and the responses for the other objectives in this group were very similar.

Objective number 27, "accept responsibility for continued learning, change, and adaptability as a professional home economist," was rated the highest of any objective in this group by both groups of respondents. Those who are teaching rated this objective as the most important of any objective included in the questionnaire.

Eighty percent of those who are currently teaching, and 90 percent of those who are not currently teaching felt that all home economists should accept the responsibility of home economics to serve community programs, as indicated in Figure 14. It should be noted that for objective 26a, more than 28 percent of those who are currently teaching felt that this objective was of greatest value to general home economists, not in teaching. This was the greatest response of this kind for any objective. Could it be that those who are teaching feel that they fulfill this objective in their work with students in the school and that those who are not teaching should accept a greater responsibility for it outside the school situation? Almost an

identical percentage of both groups felt that making a contribution of talents to benefit the community through continuing education programs was of greatest value to those who are educators. Both groups of respondents indicated similar responses for the contributions of home economics educators and home economists in general, not in teaching, to the contribution of talents through housing programs and programs for pre-school children.

Objective number 27 was rated by 85 percent of those who are currently teaching, and 99 percent of those who are not currently teaching as being of equal value to all home economists. Neither group indicated that this objective was of greatest value to home economists not in teaching. There is a disturbing note here, however, in that the greatest number of respondents did not complete this one particular rating on the questionnaire. Why was it totally avoided by over 7 percent of the respondents? Those who did react to this objective felt that the ability to "accept responsibility for continued learning, change, and adaptability as a professional home economist," was a very important and valuable objective.

The mean level of attainment for the objectives in this group varies from 2.7 to 4.1. Both groups felt that their attainment of objective 26b was greater than their attainment of any other portion of that objective. Those who are teaching felt that their degree of attainment for objective 27 was slightly higher than did those who are not currently teaching. It is interesting to note that although 99 percent of those who are not teaching indicated that objective 27 is equally valuable for all home economists, their rating of attainment of

this objective was lower than the rating of those who are currently teaching.

A general remark that can be made at the conclusion of the educational characteristics portion of the findings is that the instructional objectives included in this questionnaire seem to be usable in the evaluation of curriculum. Objectives most closely related to the daily activities of a homemaker are rated almost equally by both groups of respondents. Those who are currently teaching tend to rate those objectives higher which are related to instructional emphasis in the school. Those who are not currently teaching tend to rate objectives higher which are related to community and national responsibilities of the home economist.

PERSONAL COMMENTS

Space was provided in the last portion of the questionnaire for the respondents to make comments about what should be added, emphasized, reduced, or eliminated in the home economics program at the University of Montana. Although responses of this type are quite difficult to tabulate, some general trends in the responses can be identified. Appendix H contains a further breakdown of the responses.

When asked what should be added to the home economics program, the greatest number of respondents indicated a need for additional and up-dated information in the home economics and education methods course work. These responses included statements of need for classroom observation, tutoring, and classroom experience before student teaching. Other items often mentioned were interdisciplinary courses

such as psychology, sociology, political science, and anthropology. Many suggestions were received for off-campus experiences which the respondents felt would be of value to the program. These included work for the community, for welfare recipients and economically deprived individuals, minority groups and youth groups. Consumer education was mentioned as were some aspects of the clothing and foods courses. There was a demand for practical application of the information and knowledge gained in all areas.

Respondents most often requested an emphasis on all aspects of consumer education in response to the second question. Some of the areas mentioned were the problems of the consumer, protection of the consumer, legislation affecting the consumer, management of world and family resources, and control of the environment and population. The responses in this section were difficult to interpret because some respondents listed several areas they felt should receive continued emphasis, and others made specific comments about a particular area. Other suggestions received for this question, however, suggested an emphasis on food and nutrition, clothing, child development, family relations, money management, methods of teaching home economics, and interdisciplinary courses.

Although sixty-two of the respondents indicated that nothing should be reduced in the home economics program, there were a wide variety of responses from those who did complete this portion of the questionnaire. The greatest number of comments were made concerning clothing courses, science requirements, food and nutrition, child development, and management.

Sixty-eight of the respondents indicated that nothing should be eliminated from the home economics program. Some stated that the program should be added to, not subtracted from. The respondents who did indicate that something should be eliminated suggested home management and/or the home living center requirement most often. Other statements were made concerning the science requirement, clothing, and household equipment courses.

REACTION SHEET

The informal reaction sheet (Appendix C) which was included in the original mailing with the questionnaire (Appendix B) and cover letter (Appendix A) was returned by 99 of the respondents, or 87.6 percent. The respondents indicated that the average time spent in completing the questionnaire was 33 minutes.

Ninety percent of those who returned the reaction sheet indicated that the questions and directions for all portions of the questionnaire were easy to understand. The opinion of 98 percent of the respondents was that the questionnaire format was workable.

CHAPTER IV

SUMMARY AND IMPLICATIONS

SUMMARY

Educators are concerned about the adequacy and relevancy of the curriculum offered. This is true in the university where graduates are being prepared to meet the demands of personal and professional life made upon them after graduation. One of the methods which is used to determine the relevancy of curriculum is a follow-up study of the graduates. Facts about the lives alumnae have led since graduation, the various roles they have assumed, and opinions about the adequacy of their preparation are valuable in determining the effectiveness of the curriculum. A survey of the home economics graduates may provide information about the effectiveness and adequacy of the program at the University of Montana.

The Problem

The purposes of this study were to (1) identify the degree of attainment of specific instructional objectives by recent graduates of the University of Montana Department of Home Economics; (2) identify those instructional objectives which are particularly relevant to home economics educators; (3) identify certain selected personal and professional characteristics of the 1966-1970 graduates of the Department of Home Economics, University of Montana; and (4) identify

instructional needs of the home economics program at the University of Montana.

Procedure

The investigator reviewed related literature, but found none related to the use of instructional objectives for curriculum revision or evaluation. A questionnaire was developed and sent to the 159 graduates who received degrees between 1966 and 1970.

The first two parts of the questionnaire dealt with the personal and professional characteristics of the graduates. The third part contained instructional objectives which the respondents rated for importance, value, and personal attainment. The responses for this portion were separated into two groups--those currently teaching home economics and those not. The fourth part of the questionnaire provided space for the respondents to make personal comments related to the home economics program.

A panel trial on the questionnaire was completed prior to final revision and mailing. A cover letter and informal reaction sheet were mailed with the questionnaire. Usable replies were obtained from 113 graduates with thirty-six respondents currently teaching home economics and seventy-seven not currently teaching home economics.

Findings

The major findings from the study were presented according to the sections of the questionnaire as follows:

1. Personal characteristics
2. Professional characteristics

3. Educational characteristics
4. Personal comments
5. Reaction sheet

Eighty-five percent of the graduates between 1966-1970 majored in home economics education. The remaining respondents were scattered between the other options offered, however, none majored in family relations. Personal characteristics reported indicated that almost 79 percent of the graduates are married. Seventy percent of those who are married have husbands who are involved in professional, technical, and managerial occupations. The husbands of the graduates are very well-educated, and if the twelve husbands who are currently students complete their studies, 91 percent of the husbands will hold one or more college degrees. The mean number of children per married respondent was .68 children.

The professional characteristics portion of the questionnaire revealed that 55 percent of the graduates are employed full-time and the greatest percentage of these are teachers of home economics at the junior high or secondary school level. Twenty-five percent of the graduates have completed more than 15 credits of course work since graduation. Four respondents have obtained master's degrees.

The educational characteristics portion of the questionnaire was tabulated on the basis of those currently teaching home economics and those not. The instructional objectives included in this portion were classified in five major categories:

1. Man's physiological health and development
2. Man's physical environment

3. Man's economic well-being
4. Man's psychological and social development
5. Family-community interaction.

The responses to this portion of the questionnaire indicated consistently that the objectives related to psychological, sociological or cultural aspects were rated between less important and important by both groups of respondents. Those who are currently teaching rated the objective concerned with contributions to community health programs below important, but all the other objectives were rated as being between important and very important by both groups of respondents.

More than 58 percent of the respondents in both groups rated all objectives as being of equal value to all home economists. Of those who are not currently teaching, 100 percent rated the objective related to conservation of resources as being equally valuable to all home economists. This is the only objective that received such a response. The ability to "accept responsibility for continued learning, change, and adaptability as a professional home economist" was rated as equally valuable to all home economists by 99 percent of those who are not currently teaching. Seven percent of all respondents failed to respond to the value portion of this objective.

The respondents who are currently teaching rated their mean degree of attainment for all objectives between 2.72 and 4.22 on a five-point rating scale. The lowest mean rating of attainment was indicated for the contribution to community health, safety, or recreation programs. The highest degree of attainment was indicated for their ability to develop meal plans which utilize nutritional

requirements and living patterns.

Those who are not currently teaching indicated mean degrees of attainment between 3.0 and 4.4 on the rating scale. Their lowest mean rating of attainment was indicated for contribution of talents to community housing programs. Their high mean degree of attainment was indicated for the same objective as that of those who are currently teaching, development of meal plans.

The differences in mean level of attainment as indicated by those who are currently teaching as compared with those who are not currently teaching are very minor. The greatest difference in mean degree of attainment was noted for objective 17. Those who are not currently teaching felt that their mean degree of attainment for the ability to "support a commitment to conservation of resources," was .5 of a degree greater than did those who are teaching.

The personal comments of the respondents indicated a wide variety of opinions. The greatest number of respondents indicated a need for additional and up-dated information in the home economics and education methods courses. Respondents most often indicated that consumer education should be emphasized within the home economics program. They also felt that food and nutrition, clothing, family relations, and child development should continue to be emphasized. The questions asking what should be reduced or eliminated within the program were not answered by over half of the respondents. Those who did make suggestions for reductions indicated clothing areas, home management and/or the home living center, child development, and science requirements. The greatest number of respondents who indicated

that something should be eliminated mentioned the home management courses and/or the requirement for living in the home living center. This is the one area that was consistently suggested for reduction or elimination, but was not mentioned for addition or emphasis.

Of those who responded, 88 percent completed the reaction sheet indicating an average of 33 minutes spent in completing the entire questionnaire. Ninety percent indicated that the questions were self-explanatory and needed no additional directions, and 98 percent felt that the format of the questionnaire was workable.

The instructional objectives included in this questionnaire are usable as a tool for evaluation of curriculum and instruction. Responses to the instructional objectives are directly related to personal comments made by the respondents.

IMPLICATIONS

The findings indicate that the national guidelines for research can be instructionally interpreted and used to evaluate a home economics program. The respondents did not indicate a dissatisfaction with this method of curriculum evaluation, and some implications can be made from the findings.

The responses to the objectives which are concerned with food and nutrition indicate that the respondents have an excellent understanding in this area, feel that it is important, and that it should continue to be emphasized in the home economics program at the University of Montana. Man's physiological health and development is an area which all of the respondents felt was important. The developmental tasks of the child are felt to be between important and very

important. Over 20 percent of those who responded consistently indicated that these were of greatest value to home economics educators. This may be influenced by the low mean number of children per married respondent (.68) and the 20 percent of the respondents who are not married. Personal comments indicated that this area should be emphasized in the curriculum.

The responses to the portion of the questionnaire concerned with man's physical environment indicate a need for greater understanding of the psychological, sociological, and cultural aspects of the environment. This need is indicated both in the solution of clothing and housing problems. Responses to the personal comments section of the questionnaire indicate that psychological and sociological aspects of home economics should be added and emphasized in the curriculum. Dr. McGrath indicated that home economics must broaden the basic undergraduate program through an increased liaison with other disciplines such as sociology and psychology.¹ This statement seems to be quite relevant for the Home Economics Department at the University of Montana. This does not mean that the home economics department should offer courses in these areas if they are similar to others elsewhere on campus, but that the home economists must work with faculty members in the other disciplines in teaching interdisciplinary courses related to the needs of the home economist.

¹Earl J. McGrath and Jack T. Johnson, The Changing Mission Of Home Economics (Columbia University: Teachers College Press, 1968), p. 112.

The respondents indicate a high level of importance and attainment in solving those problems that are related to economics and human needs. There were responses to the personal comments section which would indicate a continued emphasis on information concerned with money management, clothing, and housing.

Responses to the objectives concerned with man's economic well-being indicate that these are generally important objectives. The lowest rating of importance, and a low rating of attainment, was given the objective concerning cultural influences on consumer values. This again may indicate a need for emphasis in the areas of sociology, psychology, and anthropology.

Although the need of the home economist to understand the role legislation plays in governing food, textile, and housing standards was rated as important, the degree of attainment for this objective was lowest of the objectives in this group for all respondents. The need for information in this area was also indicated through the personal comments. The respondents indicated that money management and consumer education should be emphasized in the home economics program. Many also indicated that consumer education should be added which indicates a definite lack in this area.

Consumer education has been a focal point of education for many years. In 1933, the Educational Policies Commission formulated The Objectives of Economic Efficiency which stated that the educated consumer: (1) develops standards for guiding his expenditures; (2) is an informed and skillful buyer; (3) plans the economics of his own

life; and (4) takes appropriate measures to safeguard his interests.² Thus, the need for consumer education is not a new development. It has been recognized for more than thirty years. Consumer education has been taught in home economics, and yet the graduates indicate a need for additional information.

A recent statement by Mercedes Bates, AHEA president, reveals the concern of home economics with consumer education.

Another major problem concerns the consumer. There are those of us, I guess, who had hoped that this particular problem would quietly fade away. Obviously it will not but will continue to present a major challenge for home economists. If we do not move solidly into this area, we shall lose it for our discipline. Our training really is best for the work of consumer education.³

These suggestions seem to have definite implications for the home economics program at the University of Montana. Although graduates do indicate high levels of attainment of some of the objectives concerned with man as a consumer, they also indicate a need for additional information about legislation, problems of all consumers, and protection of the consumer.

The high degree of importance placed on the objective concerned with the conservation of resources, and comments related to this topic indicate that home economists are concerned with ecology, population, and the management of all resources. The comments indicate a desire for further emphasis in this area.

²Educational Policies Commission, The Purpose of Education in American Democracy (Washington: National Education Association of the United States, 1938), pp. 91-106.

³Mercedes Bates, "Some Issues Confronting Home Economists in the 70's," Journal of Home Economics, December, 1970, p. 739.

Man's psychological and social development is important to home economists. In the responses to the objectives related to this topic the graduates again indicated a need for further understanding of sociological and psychological aspects. This could be done on an interdisciplinary basis as well as in the current courses instructed by faculty trained in these aspects. The interdisciplinary nature of home economics is directly concerned with social psychology because of the emphasis placed upon individuals, groups, and the relationship between them.⁴ The desire of graduates for information in these areas suggests further consideration of the psychological and sociological aspects of home economics in curriculum planning.

The respondents indicated that it was most important for the home economist to make a contribution to family-community programs related to continuing education and pre-school children. These are the areas for which they have the higher degrees of attainment. Perhaps the level of attainment for these objectives would be even higher if there were provisions for community involvement during college. This comment was made by about one-sixth of the respondents when asked what could be added to the program. They suggested such experiences as working with social workers, welfare recipients, minority groups, slow learners, and youth groups. If a re-evaluation of the home living center requirement indicated that it could be eliminated, perhaps a community involvement program could be initiated and operated on an

⁴Selma F. Lippeatt and Helen I. Brown, Focus And Promise Of Home Economics A Family-Oriented Perspective (New York: The Macmillan Co., 1965), p. 136.

independent study basis. Paul Dressel has indicated that by engaging in service activities while on campus, the student may become aware of the many social problems and tasks which every citizen should confront and help solve.⁵ The training a home economist receives should enable him to help the community by contributing to the community programs.

All the respondents indicated that the ability to "accept responsibility for continued learning, change, and adaptability as a professional home economist" is very important and indicated a high level of attainment. The following quote of an address by M. Arthur Neiman states this need more explicitly than the investigator could:

The more I learn about Home Economics the more I realize how much Home Economists are equipped to do and what a difference their talents could mean to all our children. For while science opens the doors to progress and liberal arts stretch our minds and fine arts broaden our perceptions--Home Economics must teach us how to live with our exploding knowledge.

Home Economics must teach us how to live in our changing world; how to live and grow among our families and neighbors, how to handle our hopes, dreams and fears, as well as our incomes and our emotions. How to choose real values from plastic ones and how to grow towards maturity and civic responsibility. Could there possibly be a more exciting life experience for anyone?⁶

A final implication of this study was made evident through the personal comments of the respondents when asked what should be added to the home economics program. Over one-third of the respondents indicated a need related to the home economics and education methods

⁵Paul L. Dressel, College and University Curriculum (Berkeley: McCutchan Publishing Corporation, 1968), p. 82.

⁶M. Arthur Neiman, "The New Life Style And The New Home Economics" (Speech delivered to the American Vocational Association, New Orleans, Louisiana, December 7, 1970), p. 7. (Mimeographed.)

courses. Suggestions included most often referred to additional classroom observation, tutoring, and classroom experience before student teaching. These suggestions are supported by follow-up studies of first-year teachers conducted by the Student Teaching Office, School of Education. This is something that should be encouraged for those majoring in home economics education. Programs such as tutoring and observation which are currently offered by the School of Education at the University of Montana should be included by more students. This study has indicated a need for continuing these programs. Other suggestions in relation to the methods courses related to information about teaching for specific age groups and people with cultural or mental differences. A need was also indicated for including more boys in home economics classes.

The topics mentioned by the respondents were also indicated by Dr. McGrath. He stated that: (1) the knowledge incorporated within home economics must be made available to more people; (2) the primary need is for broad undergraduate majors with a wide scope of concern integrated with other disciplines; and (3) that educators in home economics must expand their ideals and keep pace with the changing needs and opportunities.⁷

Recommendations suggested by the investigator include a greater emphasis on the psychological, sociological, and cultural aspects of family living, continued emphasis on all areas of home economics (except the home living center), the need for relevant and continued

⁷McGrath and Johnson, pages 98-113.

consumer education, involvement in community programs, and up-to-date education courses with classroom experiences before student teaching.

The questionnaire used in this study did point out needs for the home economics program at the University of Montana. It is suggested that further analysis of the program be made, and that another survey of home economics graduates be conducted at a later date to point out needs and identify the current roles of the graduates.

BIBLIOGRAPHY

BIBLIOGRAPHY

BOOKS

- Alcorn, Marvin D., James S. Kinder, and Jim R. Schunert. Better Teaching In Secondary Schools. New York: Holt, Rinehart and Winston, Inc., 1970.
- Alexander, William M., J. Galen Saylor, and Emmett L. Williams. The High School Today and Tomorrow. New York: Holt, Rinehart and Winston, Inc., 1971.
- Armstrong, Robert J., and others. The Development and Evaluation of Behavioral Objectives. Worthington: Charles A. Jones Publishing Company, 1970.
- Bloom, Benjamin S. (ed.). Taxonomy of Educational Objectives: Handbook I, Cognitive Domain. New York: David McKay Company, Inc., 1958.
- Campbell, William G. Form And Style In Thesis Writing. Third edition. Boston: Houghton Mifflin Company, 1969.
- Cochran, William G. Sampling Techniques. New York: John Wiley & Sons, Inc., 1967.
- Dressel, Paul L. College and University Curriculum. Berkeley: McCutchan Publishing Corporation, 1968.
- Fleck, Henrietta, Ph.D. Toward Better Teaching of Home Economics. New York: The Macmillan Company, 1968.
- Gronlund, Norman E. Stating Behavioral Objectives for Classroom Instruction. London: The Macmillan Company, 1970.
- Hall, Olive A. Home Economics Careers and Homemaking. New York: John Wiley & Sons, Inc., 1958.
- Hall, Olive A. Research Handbook for Home Economics Education. Minneapolis: Burgess Publishing Company, 1962.
- Krathwohl, David R., Benjamin S. Bloom, and Bertram B. Masia. Taxonomy of Educational Objectives: Handbook II, Affective Domain. New York: David McKay Company, Inc., 1964.
- Lippeatt, Selma F., and Helen I. Brown. Focus And Promise Of Home Economics A Family-Oriented Perspective. New York: The Macmillan Company, 1965.

- McGrath, Earl J., and Jack T. Johnson. The Changing Mission of Home Economics. Columbia University: Teachers College Press, 1968.
- Mager, Robert F. Preparing Instructional Objectives. Palo Alto: Fearon Publishers, 1962.
- Popham, W. James, and Eva L. Baker. Systematic Instruction. Englewood Cliffs: Prentice-Hall, Inc., 1970.
- Rummel, J. Francis. An Introduction to Research Procedures in Education. 2d ed. New York: Harper & Row Publishers, 1964.
- Trump, J. Lloyd, and Delmas F. Miller. Secondary School Curriculum Improvement Proposals and Procedures. Boston: Allyn and Bacon, Inc., 1968.

PERIODICALS

- Ack, Marvin. "Is Education Relevant?" Journal of Home Economics, November, 1970, pp. 647-51.
- Bates, Mercedes. "Some Issues Confronting Home Economists In The 70's," Journal of Home Economics, December, 1970, pp. 734-49.
- Fehlman, Hazel A. "Graduates Evaluate A Curriculum Core," Journal of Home Economics, January, 1954, pp. 10-12.
- Gorman, Jeanette C., and Laura Jane Harper. "A Look At The Status Of Home Economics In Higher Education," Journal of Home Economics, December, 1970, pp. 741-46.
- Hurt, Mary Lee, and Margaret Alexander, "New Challenges For Home Economics Educators," Journal of Home Economics, December, 1969, pp. 771-75.
- Key, Erskine C. "Maintaining A Dynamic Curriculum," Improving College And University Teaching, Spring, 1969, pp. 138-40.
- Lyle, Mary S. "Graduates Reflect On Their Education," Journal of Home Economics, January, 1957, pp. 9-12.
- McGrath, Earl J., Dr. "The Imperatives Of Change For Home Economics," Journal of Home Economics, September, 1968, pp. 505-14.
- Nelson, Jack L. "Follow-Up Study of Graduates," Improving College And University Teaching, Spring, 1964, pp. 111-12.

- Nichols, Helen. "Graduates Evaluate College Home Economics Curriculum," Journal of Home Economics, March, 1961, p. 200.
- Simpson, Elizabeth J. "Challenges In Curriculum Development In Home Economics," Journal of Home Economics, December, 1968, pp. 767-73.
- Simpson, Elizabeth J. "The Classification of Educational Objectives, Psychomotor Domain," Illinois Teacher of Home Economics, Vol. X, No. 4, Winter, 1966-67, pp. 110-44.
- Stevens, Harriet A. and Margaret O. Osborn. "Characteristics of Home Economics Graduates," Journal of Home Economics, December, 1965, pp. 773-777.

PUBLICATIONS OF THE GOVERNMENT AND OTHER ORGANIZATIONS

- American Home Economics Association. Home Economics Research Abstracts, 1969, Home Economics Education, #5. Washington: American Home Economics Association, 1970.
- Association of Administrators of Home Economics. National Goals and Guidelines for Research in Home Economics, Director, Jean Davis Schlater. East Lansing: Information Services Michigan State University, October, 1970.
- Dictionary of Occupational Titles 1965, Volume II. Occupational Classification and Industry Index, Third Edition. Washington: Government Printing Office, 1965.
- Educational Policies Commission. The Purposes of Education in American Democracy. Washington: National Education Association of the United States, 1938.
- Montana. Vocational Home Economics Education Planning For Effective Teaching. Helena: Office of the Superintendent of Public Instruction, May, 1970.
- President's Committee On Consumer Interests. Suggested Guidelines for Consumer Education Grades K-12. Washington: Government Printing Office, November, 1970.
- U.S., Department of Commerce. Pocket Data Book USA 1969. Bureau of the Census. Washington: Government Printing Office, January, 1969.
- University of Montana Bulletin, 1970-71 Catalog Issue. Missoula: University of Montana, May, 1970.

Wisconsin. Wisconsin Home Economics Conceptual Structure and Planning Guide for Secondary Schools. Madison: Wisconsin Department of Public Instruction, 1970.

UNPUBLISHED MATERIALS

- Anderson, Clifford A. "A Survey Of The Teaching Success Of Montana State University Graduates Employed In Montana Secondary Schools." Unpublished Professional paper, University of Montana, 1950.
- Budewig, Caroline. "Home Economics In Historical Perspective." Speech delivered at the American Home Economics Association 55th Annual Meeting, June 23, 1964, Detroit, Michigan. (Mineographed.)
- Christian, Carolyn. "Personal, Professional, And Educational Characteristics Of The Home Economics Graduates Of The University Of Southern Mississippi, 1959-1968." Unpublished Master's thesis, University of Southern Mississippi, August, 1969.
- Eshbaugh, Phyllis Janet Jacobson. "A Follow-Up Study Of Home Economics Education Graduates, 1963 and 1964, Kansas State University." Unpublished Master's thesis, Kansas State University, 1965.
- Ingle, Noreen B. "A Survey Of Selected Factors Of Montana State University Graduates Teaching Their First Year In Montana Schools, 1948-1952." Unpublished Professional paper, University of Montana, 1953.
- Neiman, M. Arthur. "The New Life Style And The New Home Economics." Speech to the American Vocational Association, December 7, 1970, New Orleans, Louisiana.
- Prestbo, Oscar B. "A Follow-Up Study Of The Graduates Of Chinook, Montana High School For The Years 1950-1954." Unpublished Master's thesis, University of Montana, 1958.
- Von dem Bussche, Meredith Buckland. "A Follow-Up Study Of Home Economics Graduates Of The Florida State University, 1960-1964." Unpublished Master's thesis, The Florida State University, 1969.
- Watt, Leilani Bomgardner. "Family Structure And Employment Characteristics Of The Graduates From The Division Of Home Economics Of The University Of Wyoming, 1911 to 1961." Unpublished Master's thesis, University of Wyoming, 1962.

APPENDIXES



University of Montana
Missoula, Montana 59801
(406) 243-0211

March 10, 1971

Dear Home Economics Graduate:

Home economists are assuming multiple roles and responsibilities in the home, the community, and in the professional fields. The needs of our society demand that we work with these changes and evaluate our present position. It is believed that an investigation of the roles which recent home economics graduates of the University of Montana have assumed will furnish clues to the needs of home economics students now and in the future.

The enclosed questionnaire is a part of a study being made to:

1. identify the roles of recent graduates of home economics, and
2. identify the needs of the home economics program.

Since you are a recent graduate of the Department of Home Economics, University of Montana, we believe the opinions you hold about the home economics curriculum are very important to this study. We would also like to have information about the varying roles you have assumed since graduation.

As a contributor to this study you will not be identified in any way on the materials reported. Your name will be used only for further correspondence and to insure that we have a truly representative sample of our home economics graduates. The value of this study will be greatly increased if you will:

1. consider the questionnaire promptly, and
2. give a candid answer to every statement or question.

A self-addressed, stamped envelope is enclosed for the return of the questionnaire. You can be assured that your contribution to this study will enhance the training and effectiveness of future home economists. We all thank you for your participation.

Sincerely,

Emma M. Gebo
Masters Degree Candidate

Enclosures: Questionnaire
Reaction Sheet
Envelope

The Department of Home Economics solicits your cooperation.

Sara Steensland, Chairman

A Survey of Home Economics Graduates of the University of Montana, 1966-1970

Year of graduation.....

Option:Teaching major
Teaching minor, if any
Foods and Nutrition
Clothing and Textiles
Child Development
Family Relations

PERSONAL CHARACTERISTICS

Age..... Marital Status: Single..... Married..... Separated.....

Divorced..... Widowed.....

If you are married: Did you marry before graduation? Yes..... No.....

Your age at time of marriage?

What is your husband's occupation?

If he attended college, how many years?

What is the highest degree he holds?

Number of children.....

PROFESSIONAL CHARACTERISTICS

Are you employed at the present time? Yes, full time..... Yes, part time..... No.....

Positions you have held since graduation. Length of service

1.

2.

3.

4.

If you are currently teaching: Area(s)

Level(s)

Check the level of study you have completed:

.....Bachelor'sMaster's + 15

.....Bachelor's + 15Master's + 30

.....Bachelor's + 30Master's + 45

.....Bachelor's + 456th year

.....Master'sDoctoral

What are the area(s) of concentration in your advanced work?

.....

EDUCATIONAL CHARACTERISTICS

<p style="text-align: center;">Column I</p> <p>Rate the objective as you see its importance:</p> <p style="margin-left: 40px;">V: very important I: important L: less important</p>	<p style="text-align: center;">Column II</p> <p>Is the objective of greatest value to:</p> <p style="margin-left: 40px;">T: home economics educators G: general home economists, not in teaching B: both of the above</p>
<p style="text-align: center;">Column III</p> <p>Circle to indicate YOUR DEGREE OF ATTAINMENT.</p> <p style="text-align: center;">Maximum-Minimum 5 4 3 2 1</p> <p>5 = Maximum attainment i.e.: Complete understanding of the effect of nutrition on growth and development in the life cycle.</p> <p>1 = Minimum attainment i.e.: No ability to understand the effect of nutrition on growth and development in the life cycle.</p>	

I.			II.			III.					
V	I	L	T	G	B	Objectives to Be Rated	Maximum-Minimum				
							5	4	3	2	1
						1. Understand the effect of nutrition on growth and development in the life cycle.	5	4	3	2	1
						2. Understand the function of the family as related to growth and development of the individual.	5	4	3	2	1
						3. Recognize the developmental tasks of the child in his					
						a. intellectual	5	4	3	2	1
						b. physical	5	4	3	2	1
						c. social, and	5	4	3	2	1
						d. personality development.	5	4	3	2	1
						4. Develop meal plans utilizing nutritional requirements and living patterns.	5	4	3	2	1
						5. Utilize immediate resources to insure physical comfort and safety.	5	4	3	2	1
						6. Apply learned principles to solving problems in clothing needs concerning					
						a. creativity and design	5	4	3	2	1
						b. economic aspects	5	4	3	2	1
						c. psycho-socio-cultural aspects.	5	4	3	2	1
						7. Apply learned principles to solving problems in housing needs concerning					
						a. aesthetic aspects	5	4	3	2	1
						b. economic aspects	5	4	3	2	1
						c. human needs	5	4	3	2	1
						d. psycho-socio-cultural aspects.	5	4	3	2	1

I.			II.			Objectives to Be Rated	Maximum-Minimum				
V	I	L	T	G	B		5	4	3	2	1
						8. Analyze properties and performance of textiles and textile products.	5	4	3	2	1
						9. Accept the effect of level of living on consumer decisions.	5	4	3	2	1
						10. Understand the role legislation plays in governing food, textile, and housing standards.	5	4	3	2	1
						11. Apply the principles of consumer competence in relation to taxation, insurance, banking, and credit use.	5	4	3	2	1
						12. Relate values and goals to decision making as a consumer.	5	4	3	2	1
						13. Accept responsibility for decisions made as a consumer in the marketplace.	5	4	3	2	1
						14. Plan the use of personal and family resources by applying management principles.	5	4	3	2	1
						15. Utilize individual resources of family members to manage total family resources.	5	4	3	2	1
						16. Accept cultural influences on consumer values.	5	4	3	2	1
						17. Support a commitment to conservation of resources.	5	4	3	2	1
						18. Evaluate alternative techniques acceptable in					
						a. clothing construction	5	4	3	2	1
						b. food preparation	5	4	3	2	1
						c. furnishing a home	5	4	3	2	1
						19. Accept personal and social responsibilities involved in the formation of a family.	5	4	3	2	1
						20. Understand the effects of individual and social behavior on the family.	5	4	3	2	1
						21. Apply the knowledge of cultural heritage to social and psychological development.	5	4	3	2	1
						22. Interrelate work and leisure concepts in the family life cycle.	5	4	3	2	1
						23. Evaluate factors which may cause values and goals to change during the family life cycle.	5	4	3	2	1
						24. Formulate a life plan using abilities, interests, and beliefs of the individual, to harmonize with family and social structures.	5	4	3	2	1
						25. Accept the responsibility of home economics to serve community programs.	5	4	3	2	1

91	I.			II.			III.					
V	I	L	T	G	B	Objectives to Be Rated	Maximum-Minimum					
							5	4	3	2	1	
						26. Make a contribution of talents that benefit the community through						
						a. health, safety, or recreation programs	5	4	3	2	1	
						b. continuing education programs	5	4	3	2	1	
						c. housing programs	5	4	3	2	1	
						d. programs for preschool children.	5	4	3	2	1	
						27. Accept responsibility for continued learning, change, and adaptability as a professional home economist.	5	4	3	2	1	

PERSONAL COMMENTS

What subject matter and/or off campus experiences related to home economics do you believe should be **added** to the undergraduate program?

What area(s) of home economics do you believe should be **emphasized** in the undergraduate program?

What do you believe could be **reduced** in the undergraduate home economics program?

What do you believe could be **eliminated** from the undergraduate home economics program?

You don't really have to answer this, but it might be fun to find out how everyone reacted!

QUESTIONNAIRE REACTION SHEET

Personal and Professional Characteristics

Are the questions self-explanatory? Yes _____ No _____

If no, circle the questions that are not self-explanatory.

Should additional directions be included for these portions of the questionnaire? Yes _____ No _____

Educational Characteristics

Are the directions for the checklist easy to understand?

Yes _____ No _____ If no, underline those portions that you did not understand.

Circle the numbers of any objectives you feel are poorly worded.

Place a question mark (?) next to any objective that you did not understand the meaning of.

Is the format of the questionnaire workable? Yes _____ No _____

Approximately how long did it take you to fill out:

the educational characteristics portion _____
other parts of the questionnaire? _____

IF YOU WOULD LIKE A COPY OF THE RESULTS, WRITE YOUR NAME AND ADDRESS BELOW.

University of Montana
Missoula, Montana 59801
(406) 243-0211

April 5, 1971

HELP!

Dear Home Economics Graduate:

We have not received as yet the questionnaire "A Survey of Home Economics Graduates of the University of Montana, 1966-1970" which was sent to you March 18. If you have already mailed it disregard the rest of this message, and accept our thanks for your assistance.

We really do need your opinions about the home economics curriculum as your contribution to this study will enhance the training and effectiveness of future home economists.

Just in case the original has been misplaced, we are enclosing another questionnaire, reaction sheet, and envelope.

Won't you please take a few minutes to fill it out and send it in the return mail? Many many thanks.

Sincerely,

Emma M. Gebo
Project Director
Department of Home Economics

Enclosures: Questionnaire
Reaction sheet
Envelope

APPENDIX E

NUMBER NOT RESPONDING TO EDUCATIONAL CHARACTERISTICS

Objectives	COLUMN I		COLUMN II		COLUMN III	
	Teachers	Others	Teachers	Others	Teachers	Others
1	0	0	0	0	0	0
2	1	0	1	1	1	2
3a	0	0	1	2	0	2
b	0	0	0	2	0	2
c	0	0	0	2	0	2
d	0	0	0	2	0	3
4	0	1	0	2	1	2
5	1	0	2	0	3	2
6a	0	0	1	1	1	1
b	0	1	1	3	1	3
c	1	1	2	2	2	1
7a	1	1	2	3	1	1
b	0	1	1	4	0	1
c	0	0	1	4	0	1
d	1	0	2	4	1	1
8	0	0	0	0	0	0
9	1	4	1	5	1	5
10	0	0	0	1	0	0
11	0	1	0	2	0	1
12	0	2	1	3	0	1
13	0	0	0	2	0	1
14	0	1	1	3	0	2
15	0	0	2	4	0	0
16	0	2	0	7	0	3
17	0	0	0	3	0	1
18a	0	0	0	3	0	0
b	0	2	1	4	0	0
c	0	2	0	4	0	0
19	0	0	0	1	2	0
20	0	0	0	2	1	0
21	0	1	0	2	1	1
22	0	0	0	1	0	0
23	0	0	0	3	0	0
24	1	0	2	2	1	1
25	0	0	0	2	0	0
26a	1	0	1	3	3	0
b	1	2	1	7	3	2
c	1	1	1	7	3	1
d	1	1	1	6	3	1
27	1	2	2	7	2	4

APPENDIX F

RESPONSES OF THOSE CURRENTLY TEACHING HOME ECONOMICS

OBJECTIVE	COLUMN I	COLUMN II			COLUMN III
	Mean	Percent			Mean
		T	G	B	
1	1.7	17	3	80	4.0
2	1.7	17	0	83	4.1
3a	1.4	28	3	69	3.5
b	1.3	19	6	75	3.6
c	1.6	19	6	75	3.8
d	1.6	22	3	75	3.7
4	1.7	3	3	94	4.2
5	1.2	6	6	88	3.5
6a	1.0	34	6	60	3.5
b	1.5	29	0	71	3.9
c	.8	35	3	62	3.4
7a	1.0	23	12	65	3.7
b	1.4	14	3	83	3.7
c	1.4	11	6	83	3.9
d	.9	29	9	61	3.3
8	1.1	22	8	70	3.3
9	1.4	9	9	82	3.5
10	1.2	14	8	78	3.0
11	1.5	11	0	89	3.6
12	1.5	14	0	86	3.7
13	1.4	3	11	86	3.8
14	1.5	6	0	94	3.9
15	1.3	9	9	82	3.5
16	1.0	25	8	67	3.3
17	1.1	11	3	86	3.3
18a	1.5	42	0	58	4.2
b	1.5	40	0	60	4.0
c	1.4	31	0	69	3.9
19	1.7	14	3	83	3.9
20	1.4	17	5	78	3.9
21	1.0	25	8	67	3.1
22	1.1	11	8	81	3.4
23	1.3	22	8	70	3.7
24	1.1	15	17	67	3.4
25	1.2	8	11	81	3.4
26a	.9	3	23	69	2.7
b	1.4	23	8	69	3.6
c	1.1	3	17	80	2.9
d	1.4	14	3	83	3.3
27	1.8	15	0	85	4.1

APPENDIX C

RESPONSES OF THOSE NOT CURRENTLY TEACHING HOME ECONOMICS

OBJECTIVE	COLUMN I	COLUMN II			COLUMN III
	Mean	T	Percent G	B	Mean
1	1.8	4	2	94	3.9
2	1.7	4	4	92	4.0
3a	1.5	23	3	74	3.7
b	1.5	20	3	77	3.8
c	1.6	23	1	76	3.8
d	1.5	21	1	78	3.8
4	1.6	5	7	88	4.4
5	1.2	6	14	80	3.7
6a	.9	28	6	66	3.4
b	1.4	15	5	80	3.8
c	.8	32	5	63	3.3
7a	.9	19	5	76	3.6
b	1.5	8	5	87	3.8
c	1.4	8	5	87	3.9
d	.9	21	5	74	3.4
8	1.1	27	3	70	3.4
9	1.3	10	7	83	3.8
10	1.3	6	8	86	3.3
11	1.6	3	5	92	3.4
12	1.3	9	6	85	3.9
13	1.2	4	4	92	4.0
14	1.5	5	5	90	3.9
15	1.2	5	10	85	3.8
16	.7	14	9	77	3.4
17	1.6	0	0	100	3.8
18a	1.3	26	3	71	3.8
b	1.4	16	3	81	4.0
c	1.2	15	3	82	3.7
19	1.7	3	5	92	4.1
20	1.4	12	5	83	3.8
21	.9	15	9	76	3.2
22	1.0	9	14	77	3.6
23	1.0	14	4	82	3.6
24	1.1	7	9	84	3.6
25	1.2	4	5	91	3.4
26a	1.0	11	9	81	3.1
b	1.3	20	3	77	3.4
c	1.2	3	13	84	3.0
d	1.5	14	4	82	3.3
27	1.7	1	0	99	3.8

APPENDIX H

PERSONAL COMMENTS

What subject matter and/or off campus experiences related to home economics do you believe should be added to the undergraduate program?

A. Home Economics in General

Career information	3	Practical application	9
Current events	2	Prep. for grad. school	2
Co-educational emphasis	1	Planning for family needs	2
Independent study	1	Seminars	3

B. Home Economics Education

Methods courses	4	Co-educational	1
set up a dept.	3	Classroom observation	7
techniques for special		Tutoring	2
groups and areas	11	Classroom experience	
counseling information	2	before stu. teaching	6
Educ. Measurements	2	Vocational h. ec.	2
Educ. Psychology	1		

C. Interdisciplinary ideas

Business courses	2	Sociology	8
Anthropology	2	Psychology	9
Humanities	1	Sciences	1
Political science	3		

D. Home Economics Courses

Art in the home	11	Clothing, construction	3
Consumer Education	11	fitting and altering	3
Conserv. of resources	4	family clothing	1
Ecology	6	specialty	3
Population control	1	machine repair	
Foods, convenience	1	Family relations	6
preparation	2	Money management	4
preservation	1	Human development	2
specialties	3	Personal relations	2
aesthetics	1	First aid, home nursing	1

E. Experiences

Working with a group,		Field work related to	
welfare, etc.	3	course content	3
minority	2	Field trips	1
slow learners	1	Working with 4-H	1
family	1	Aid a social worker	2
Actual experience proj.	5		

Total No. Responding 95

What area(s) of home economics do you believe should be emphasized in the undergraduate program?

A. Home Economics in General

Career opportunities	1	Research	1
Option areas	3	Vocational training	1
Professionalism	1	Home Ec. philosophy	1
Practical application	8	Economic aspects	1

B. Home Economics Education

Methods	3	Vocational educ.	2
techniques for special groups and areas	9	Classroom observation	1
Prep. for FHA demonstrations	1	Classroom experience before stu. teaching	2
applying principles	1	Education classes	1

C. Interdisciplinary ideas

Business courses	1	Sociology	1
Journalism	1	Psychology	5
Chemistry	1	Science courses	2

D. Home Economics Courses

Art in the home	2	Housing	8
Child Development	18	Home Management	6
Clothing	8	Human Growth and Dev.	3
construction	4	Money management	12
creativity	5	Food and Nutrition	29
textiles	4	meal planning	4
alteration	2	health	1
Consumer education	30	Family Relations	18
problems and protection	6	changes in	3
legislation	1	other cultures	1
Environment, ecology	3	problems in	2
Mgmt. of resources	3		
Population	1		

Total No. Responding 105

What do you believe could be reduced in the undergraduate home economics program?

A. Home Economics in General

Emphasis on "proper" method	2	Memorization, all areas	2
Business orientation	1	Projects never used	1
Emphasis on aesthetics	1	Required lab work	1

B. Home Economics Education

Education 200	1	Methods course (evaluate)	2
Teaching minor requirement	1		

C. Home Economics courses and related courses

Child development	5	Housing	2
Clothing construction	8	Home management	7
Food and Nutrition	6	stay in home living ctr.	1
Family relationships	4	Money management	1
Science requirements	7	Nothing	62

Total number responding= 51

What do you believe could be eliminated from the undergraduate home economics program?

A. Home Economics in General

Pigid requirements	1	Projects never used	1
Stereotyping	1		

B. Home Economics Education

Methods courses	1
Minor requirement	2

C. Home Economics courses and related courses

Clothing	4	Family relations	3
Household equipment	3	Weaving	1
Home management	3	Science requirements	4
Living in Home living ctr.	4	Nutrition	1
Child Development	1	Nothing	68

Total number responding= 45